UNIVERSITY OF PENNSYLVANIA

RELIGIOUS EDUCATION IN CERTAIN EVANGELICAL COLLEGES— A STUDY IN STATUS AND TENDENCIES

THERON CHARLTON McGEE

A THESIS

IN EDUCATION

PRESENTED TO THE FACULTY OF THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

PHILADELPHIA

1928

RELIGIOUS EDUCATION IN CERTAIN EVANGELICAL COLLEGES—

A STUDY IN STATUS AND TENDENCIES

A THESIS

IN EDUCATION

PRESENTED TO THE FACULTY OF THE GRADUATE SCHOOL OF THE UNIVERSITY OF PENNSYLVANIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

THERON CHARLTON McGEE

PHILADELPHIA

1928

R. UNIV.
BIBLIOTHEEK
LEIDEN

PREFACE

The author here wishes to acknowledge his gratefulness and indebtedness to the large number of college administrators and teachers, to the secretaries of the boards of education and religious education of the various denominations and of the International Council of Religious Education, and to the other denominational leaders, who have given valuable assistance in interviews and in responses to questionnaires and correspondence.

A further acknowledgement is here made of the author's indebtedness to all those, who, as faithful teachers, have guided his training through the years, especially those in the departments of Education and History of Religions in the University of Pennsylvania. Space will not permit to name all in either case. Special mention should be made of the three who have given generously of their time in guiding the production of this thesis: Dr. A. Duncan Yocum, Dr. E. Duncan Grizzell, and Dr. James C. Miller.

Digitized by the Internet Archive
in 2026

https://archive.org/details/IA41547301_0022

TABLE OF CONTENTS

I	Introduction	9
II	General History and Status	16
III	Courses Offered	28
IV	Department of Administration	46
V	Curricula and Degrees	61
VI	Denominational Groups	75
VII	Geographical Distribution	91
VIII	Conclusion	113
	Bibliography	121
	Appendix A—List of Colleges	128
	Appendix B—Class A Colleges	136
	Appendix C—Class B Colleges	137
	Appendix D—Class C Colleges	139
	Appendix E—Class D Colleges	141
	Appendix F—Class E Colleges	143
	Appendix G — Sample Form Letters and Questionnaires	145

LIST OF TABLES

Number		Page
1.	Courses Recommended by the Joint Committee	19
2.	Reasons for Discontinuance of Courses	23
3.	Courses Offered in Religious Education	28
4.	Colleges Whose Catalogs Were Followed Most Closely by More than One School	43
5.	Additional Courses Planned by Colleges	44
6.	Departments of Administration	47
7.	Colleges Having Separate Departments or Groupings for Religious Education Courses	53
8.	Affiliated Theological Seminaries Offering Undergraduate Courses Which Have Separate Departments of Religious Education	55
9.	Colleges Having Sub-Departments or Groupings for Courses in Religious Education	58
10.	Non-Religious-Education Degrees Toward Which a Major in Religious Education May Be Taken	62
11.	Status of Religious Education in Colleges of Denominations Having Ten or More Colleges	77
12.	Status of Religious Education in Colleges of Denominations Having from Five to Nine Colleges Each	82
13.	Status of Religious Education in Colleges of Denominations Having Less Than Five Colleges Each,	86
14.	Status of Religious Education in the Colleges According to Accrediting Agencies	93
15.	Status of Religious Education in the Colleges by Sections	98
16.	Status of Religious Education in Colleges by States,	102

LIST OF GRAPHS

1	Rank of Departments of Administration.....	59
2	Denominations Having Ten or More Colleges. Ranked on the Basis of Semester Hours Offered in Religious Education.....	80
3	Denominations Having Ten or More Colleges. Ranked on the Bases of: (1) Percentage of Colleges Offering Courses, (2) Percentage Offering Fifteen or More Semester Hours...	81
4	Denominations Having from Five to Nine Colleges. Ranked on the Basis of Semester Hours Offered in Religious Education.....	84
5	Denominations Having from Five to Nine Colleges. Ranked on the Bases of: (1) Percentage of Colleges Offering Courses, (2) Percentage Offering Fifteen or More Semester Hours....	85
6	Denominations Having Less Than Five Colleges. Ranked on the Basis of Semester Hours Offered in Religious Education.....	88
7	Denominations Having Less Than Five Colleges. Ranked on the Bases of: (1) Percentage of Colleges Offering Courses, (2) Percentage Offering Fifteen or More Semester Hours....	89
8	Accrediting Agencies. Ranked on the Basis of Semester Hours Offered in Religious Education	96
9	Accrediting Agencies. Ranked on the Bases of: (1) Percentage of Colleges Offering Courses, (2) Percentage Offering Fifteen or More Semester Hours	97
10	Geographical Sections. Ranked on the Basis of Semester Hours Offered in Religious Education	100

Number Page

11 Geographical Sections. Ranked on the Bases of: (1) Percentage of Colleges Offering Courses, (2) Percentage Offering Fifteen or More Semester Hours 101

12 States Having Ten or More Colleges. Ranked on the Basis of Semester Hours Offered in Religious Education 106

13 States Having Ten or More Colleges. Ranked on the Bases of: (1) Percentage of Colleges Offering Courses, (2) Percentage Offering Fifteen or More Semester Hours 107

14 States Having from Five to Nine Colleges. Ranked on the Basis of Semester Hours Offered in Religious Education 108

15 States Having from Five to Nine Colleges. Ranked on the Bases of: (1) Percentage of Colleges Offering Courses, (2) Percentage Offering Fifteen or More Semester Hours... 109

16 States Having Less Than Five Colleges. Ranked on the Basis of Semester Hours Offered in Religious Education 110

17 States Having Less Than Five Colleges. Ranked on the Bases of: (1) Percentage of Colleges Offering Courses, (2) Percentage Offering Fifteen or More Semester Hours..... 111

MAP

1 The Status of Religious Education by States.... 104

CHAPTER I

INTRODUCTION

The Denominational College and Religious Education. Practically all the older colleges of America, and many of those established in more recent years, had their beginning under the auspices of some religious denomination or church. Upon the entrance of the state into the field of education they had great difficulty adjusting themselves to the changed order. It became very difficult for many of them to maintain their existence in competition with the tax supported normal school or college. They had been accustomed to depend largely upon tuition; the state schools charged little or no tuition. Many were forced to close their doors. The survivors were engulfed in the secularizing tendency which followed. Their graduates who desired to go elsewhere for graduate study often found difficulty in receiving credit for work done in the field of religion. The same difficulty was often met if they wished to transfer to another school before graduation, or if a certificate was sought to teach in the public school system. Reluctantly the denominational colleges yielded to what seemed to be the inevitable and gradually removed from their curricula many of their courses in religion. By so doing they became more and more competing institutions. Many raised the question as to whether they could long continue. Others were seriously questioning as to whether there was any longer a need for them.[1]

Within more recent years, and especially during the last decade, there has been a growing feeling that the denominational colleges have a place, not as competing institutions, but as schools specializing in religion and religious training. Dr.

[1]John E. Stout, Organization and Administration of Religious Education, pp. 241 to 271.

John E. Stout thus sums up this newer conception as follows:

> The question now before us, therefore, is not whether these schools will continue to exist. It has to do with the functions they should perform. If their function is merely to compete with State schools, the most of them are engaged in an unequal and unfruitful struggle. A few of the larger denominational or quasi-denominational schools will probably continue to compete successfully. But the present outlook for successful competition is not promising. On the other hand, if these schools can be made to perform in far larger measure than they are now doing, the function for which they are primarily intended, they have a field of usefulness unparalleled in the Christian Church.[1]

That there is a serious gap in the American public school system will scarcely be denied by any who believe religion has values. It seems next to impossible for the public school to meet this need without jeopardizing one of the fundamental principles upon which the American government rests—the separation of church and state.[2] Many leaders in the fields of both education and religious education have urged the establishing of a dual system of schools, correlated and co-operating with each other, the one supported by the state, and the other by the church. The denominational college is felt by them to be the key to the training of teachers and administrators for the religious or church school system.

Purpose. It is the purpose of this thesis to determine to what extent the colleges of certain evangelical denominations have adjusted their programs by providing courses and curricula intended primarily to prepare for religious education as a vocation or avocation, to make a study of the present status of Religious Education, also to discover any tendencies which may be present and which may throw light upon the future, and so to be of assistance to teachers of Religious Education and college administrators planning courses in this field.

---

[1]John E. Stout, Organization and Administration of Religious Education, p. 248.

[2]A. A. Brown, A History of Religious Education in Recent Times, pp. 195, 196.

Religious Education Defined. Religious Education is rather commonly defined, as is education, in two distinct senses. In the first place, it may be thought of as the teaching of religion, as Christian nurture, or as the process of making the individual religious. In the second place, it may be defined as the history, philosophy, principles and technique of this religious educational process, and of the organization and administration of the various schools of religion and agencies for religious development. It is thus used in identically the same sense in which Education is used when we speak of Education courses or departments in schools and colleges. It is in this latter sense in which the term is used in this study. It does not therefore include courses in Bible, Church History, Missions, etc., but only those courses having to do directly or indirectly with the technique of the religious educational process such as the following:

History of Religious Education
Principles of Religious Education
Methods of Teaching Religion
Psychological Basis of Religious Education
Organization and Administration of Religious Education etc.

Courses in Homiletics, Pastoral Care, and others intended to prepare for the ministry exclusively are not ordinarily regarded as courses in Religious Education. This rather common practice is adhered to in this study.

The Use of the Term College. The college is here used in the rather broad sense and might be defined for our purposes as that American higher educational institution requiring for admission the completion of at least 15 secondary school units, and offering a four-year course representing approximately 120 semester hours of work, at the completion which a baccalaureate degree is given.

Theological seminaries, schools of religious education, and other purely professional schools, even though they offer a few so-called "academic" or "collegiate" courses, are not included unless they form a part of a college or of the under-

graduate training of a university. Courses given in other schools of the same institution, such as a school of religion or religious education, which may be elected by undergraduate college students, are considered as college courses regardless of where administered.

Denominations and Colleges Chosen. The evangelical denominations chosen for this study are those which formerly were represented in the Sunday School Council of Evangelical Denominations and those having representation in the International Council of Religious Education, which was formed by a merger of the International Sunday School Association with the Sunday School Council of the Evangelical Denominations. The schools of denominations outside the United States, the schools of colored denominations affiliated with either council, and the schools of the denominations chosen which are devoted exclusively to the education of colored young men and women are not included. The study is further limited to senior or four-year colleges. Two of the denominations which might have otherwise been included have no senior colleges. The Canadian, Mexican, colored denominations, and the two having no senior colleges being omitted, the following is a list of the denominations whose schools are embraced in the study:

Advent Christian
Baptist, Northern
Baptist, Seventh Day
Baptist, Southern
Brethren Church
Church of the Brethren
Christian
Christian Reformed
Church of the Nazarene
Congregational
Disciples
Evangelical Church
Evangelical Synod of North America
Friends
Methodist Episcopal

Methodist Episcopal, South
Methodist, Free
Methodist, Protestant
Methodist, Wesleyan
Presbyterian, Cumberland
Presbyterian, U. S. A.
Presbyterian, U. S.
Presbyterian, United
Protestant Episcopal
Reformed Church in America
Reformed Church in U. S.
United Brethren
United Brethren (Old Constitution)
United Lutheran

The 1925 Yearbook of the International Council of Religious Education gave a list of the schools and colleges of these various denominations (with the exception of the Southern Baptist and United Lutheran) which were offering courses in Religious Education, and for which "Standard Leadership Training" credit had been given; but this was not a complete list at that time. Since then a few colleges have been closed, while others have been organized. At least one has changed its denominational affiliation and another has become a municipal university. In order to secure a complete list for 1927, competent officials of each denomination were asked to verify the list given in the Yearbook for their particular denomination, or send an authentic list of their colleges. Whenever the official machinery of the denomination provided for a board of education or religious education the information was secured from the secretary of this board. When such a board did not exist, it was procured from the secretaries of the other boards or other officials of the denomination. The complete list of the schools is given in Appendix A.

Non-Sectarian Christian Colleges. A very large number of colleges, which formerly maintained an affiliation or connection with the denominations studied, have for various reasons ceased to be affiliated with any one of them, and have

launched upon a non-sectarian, Christian platform. Many of these schools offer courses in Religious Education and would constitute an interesting study; but from the very nature of the case are excluded from this one.

Colleges Claimed by More Than One Denomination. A few colleges are supported by more than one denomination, or in some cases by what might be regarded as branches of the same denomination. William Jewell College is claimed by both Northern and Southern Baptists. Centre, Davis and Elkins and Westminster Colleges are supported by the Presbyterian Churches, U. S. A. and U. S. (Northern and Southern). Carleton College, though originally a Congregational school, is now also affiliated with the Baptist denomination as well. It also has a slight connection with the Protestant Episcopal Church, though it is not listed in the group of colleges claimed by that denomination. Intermountain Union College is controlled by both the Methodist Episcopal Church and the Presbyterian Church, U. S. A. These schools are included in the lists of denominations claiming them when the denominations are being treated separately, but are counted only once in the totals of all colleges.

Sources of Data. From the very nature of the case the sources of information concerning the status of Religious Education in these various colleges would have to be almost wholly original. Obviously, the bulletins, catalogs, and other printed matter of the schools themselves and of their controlling, promotional, or advisory agencies, constitute a very important source of data. The catalogs for the year 1927-28 of all the 293 schools save two[1] have been very carefully studied. Bulletins of the boards of education and denominational yearbooks, together with any other bulletins obtainable for recent years, have also been carefully examined. Catalogs and bulletins of colleges and denominations for the years since 1900 have been consulted.

[1] It was not possible to secure catalogs of two schools for 1927-28—Eastern Nazarene College and Lutheran College for Women. A bulletin of the former was obtained for 1926-27. No information was secured from the latter, either by correspondence, questionnaire, or bulletin.

As a check upon possible inaccuracies which might arise from a catalog and bulletin study alone, and in order to secure further information not given in the catalogs or bulletins, additional information has been sought from the teachers of Religious Education, teachers in other departments where courses in Religious Education might be administered, administrative officers of these schools, boards of education and denominational officers and leaders, both by questionnaire and correspondence. See Appendix G for sample form letters and questionnaires.

Secondary sources have been used wherever it has been possible to secure data from such sources. These have proven of most value in securing historical data.

CHAPTER II

GENERAL HISTORY AND STATUS

A Retrospect. As far back as the beginning of the second half of the nineteenth century Bishop John H. Vincent urged that courses for the training of Sunday school teachers and leaders be given in the denominational colleges. Being unable to persuade the college administrators to arrange such courses, he founded the "Assembly" on Lake Chautauqua primarily to provide a place where such training could be had. During the first three years of its history this objective was paramount, but in the course of time, as the Chautauqua Movement grew, other objectives came into prominence and the original objective was almost completely lost sight of. Near the beginning of the twentieth century a few colleges began the venture of offering courses in what was then called Sunday School Pedagogy. These were, however, voluntary, non-credit courses.[1]

Two Periods or Steps. Generally speaking, there have been two periods or steps which have marked the admission of courses of Religious Education into colleges. The first was the non-scholastic, extra-curricular, or the period of voluntary study, no academic credit being given. This period began about 1900. In some instances courses were tolerated in a college classroom or a nearby church or Y. M. C. A., and students permitted to take them, an enthusiastic teacher, pastor, or Y. M. C. A. worker giving the courses in addition to his other duties.[2] In other instances they were encouraged, and even fostered by the management of the school, but no credit given for them. Certificates were often issued upon the completion of these courses. The certificates, however, re-

[1] A. A. Brown, A History of Religious Education in Recent Times, pp. 140-144.

[2] Ibid, p. 243.

sembled Confederate money in at least two respects—they looked good, but in reality were equally worthless.

That this period is almost wholly past will be seen by the fact that only four colleges announce in their catalogs voluntary, non-credit courses.

In 1901 the vacation Bible school movement[1] had its beginning, and in 1913 the weekday religious education movement.[2] These have often employed paid teachers and administrators. The recent emphasis upon young people's work has also led to the employment of salaried leaders in this field. These in turn reacted upon the Sunday school and salaried Sunday school superintendents began to appear. More recently, a new official—the director of religious education—has come into existence. With the paying of salaries came the demand for better preparation. As the colleges began to consider this preparation seriously, the second step was taken and credit courses in Religious Education began to appear in the college curriculum. It is claimed by some that the first college course in Religious Education, which commanded credit, was given in Drake University by Dr. Walter S. Athearn while a teacher there in 1909. Others rather speedily followed his example.

Recommendations of the Sunday School Council of Evangelical Denominations. The matter had become of such importance by the first annual meeting of the Sunday School Council of Evangelical Denominations in 1911, that the following resolution was passed by this body:

> Recognizing with gladness the work already done in some of our Colleges and Seminaries,
>
> Resolved: (1) That we urge the establishment of lectures and study courses, dealing with the English Bible, religious pedagogy and allied topics, and that such courses be made a part of the regular curriculum in all our secondary schools, colleges and theological seminaries.

---

[1] Albert H. Gage, A Church Vacation School, pp. 15-23.

[2] Philip H. Lotz, Current Week Day Religious Education, pp. 32-38.

(2) That wherever possible we urge the establishment in all these institutions of full professorships, dealing with these sujects, and professorships in each institution to be of equal standing with any other professorship in the same institution.

(3) That we recommend to our theological seminaries the establishment of special courses for the training of superintendents, teachers and other Sunday school workers.

(4) That the various Sunday School Boards or Societies represented in this Council will co-operate in every possible way with the aforesaid schools, colleges, and seminaries in the establishment of said courses and professorships.[1]

A Survey of the Field. In 1914-15 Dr. Walter S. Athearn made a survey of the teaching of Religious Education in the colleges of America.[2] He found only thirty-eight colleges offering courses in Religious Education at that time. Of this number, twenty-five were colleges of the evangelical denominations belonging to this study. These twenty-five schools offered 48 courses totaling 163 semester hours. According to this it may be seen that 8.2% of the colleges of this study were at that time offering courses in Religious Education. Dr. Athearn also found that with the exception of one school, which began offering courses in Religious Education in 1899, that all had entered the field since 1900, and that probably not more than ten of all the thirty-eight schools were offering courses in 1910.

A School of Religious Education Established. In 1918 Boston University established a School of Religious Education and Social Service. This school has had great influence on other schools in the organization of courses in, and establishment of departments of Religious Education. It offers both graduate and undergraduate courses and degrees.

Religious Educational Growth in Methodist Colleges. In 1919 the catalogs of forty-two white colleges of the Methodist Episcopal Church showed fifteen schools (35.7%) offer-

[1] A. A. Brown, History of Religious Education in Recent Times, p. 253.

[2] W. S. Athearn, Religious Education in Colleges—Religious Education, Vol. X, pp. 412-426, Oct., 1915.

ing courses in Religious Education, totaling 154 semester hours.[1] However, only 51 semester hours were offered, if the courses in Boston, Northwestern, and Garrett Biblical Institute (the theological school of Northwestern University) had been omitted. Doubtless many of these courses were of a graduate nature. Within two years the number of colleges offering courses in Religious Education, which belonged to this denomination, doubled; and the number of semester hours offered had risen to 375, excluding Boston and Garrett Biblical Institute.

"The Joint Committee".[2] In 1921 two committees were appointed, one by the Religious Education Association, and the other by the Sunday School Council of Evangelical Denominations, for the purpose of making a study of undergraduate courses in Religion and Religious Education which should be given in the colleges. The two committees met together and recommended courses totaling 30 semester hours, which were to constitute an undergraduate major in Religious Education. This major included courses in other fields regarded as essential to the preparation of the religious education worker. The list of courses, together with the number of semester hours, is given in table No. 1.

TABLE NO. 1—COURSES RECOMMENDED BY THE JOINT COMMITTEE

Name ot Courses.	Semester Hours
Bible (Content Courses)	6
Bible (Curriculum Values)	3
The Christian Religion	3
Genetic Psychology	3
Introduction to Religious Education	3
Curriculum of Religious Education	2
Methods of Teaching Religion	4
History of Religious Education in America	3
Organization and Administration of R. E.	3

[1] A. A. Brown, A History of Religious Education in Recent Times, pp. 235, 236.

[2] Ibid, pp. 246-253.

That the recommendations of the "Joint Committee" have been very favorably received by the colleges and have been quite influential in forming their curricula, is evidenced by the number of schools offering courses bearing the names of those suggested.[1]

Present Status. A study of the catalogs for the year 1927-28 reveals the fact that 235 of the 293 colleges of the evangelical denominations studied, or 80.2%, offer courses in Religious Education, for which they give credit. Two schools offer courses, but it was not possible to ascertain the credit given. These colleges offer a total of 1060 courses in Religious Education, totaling 2862 semester hours which are open to undergraduate students. Of the 235 colleges offering courses in Religious Education, 120 reported in answer to the questionnaire, an enrollment of 4873 undergraduate students in one or more courses in Religious Education for the year 1926-27. If the remaining 115 schools which offer courses have as many students, the total number taking courses in the field would approximate 9,000 or 10,000 students. Seventy-one of the colleges reported 781 students majoring or planning to major in Religious Education. Upon the same basis as that used above, the total number of students majoring or planning to major in the field would approximate 2000 students.

Demand for Courses Offered. The effort was made to determine to what extent courses were announced, but not demanded, or given. A two-year cycle, or period of class rotation—1926-28—was chosen. One hundred and forty-three colleges indicated on the questionnaire whether they had given the courses listed in their catalogs within the two-year cycle. A total of 669 courses are offered in these schools. Sixty-eight, or 10.2%, of the courses listed in these schools were not given last year or would not be given this. Some of the schools had a cycle of more than two years. In others the courses were only given occasionally, but according to no definite cycle of rotation. In a few cases they had doubtless found their way into the catalog like a great many other

[1] See Chapter III.

courses with little or no intention of their being given. While the percentage of colleges (48%) answering this question is rather small to be conclusive, it would seem to indicate, that for the most part, courses in Religious Education, like many other newer courses in the college curriculum, are demanded and given, not simply announced.

The demand may also be seen from the average size of the classes. Discounting the total number of courses given by 10.2%—the percentage not given over a two-year cycle—the number of courses given within this period becomes 956. If the number of students taking courses in the field be approximately 9,000 or 10,000, the average number per class will be seen to be at least 10. When two things are considered this average would seem to be very much higher: (1) Many of these courses are given biennially, and (2) many of them extend through only one semester or term. The student would ordinarily continue through the year.

Classification of Colleges. Taking as a basis for classifition the number of semester hours offered in Religious Education, the colleges of our study may be classified according to the provision which they make for Religious Education into the following five classes:

Class A—Those Offering 30 or More Semester Hours

Class B—Those Offering from 15 to 29 Semester Hours

Class C—Those Offering from 5 to 14 Semester Hours

Class D—Those Offering from 1 to 4 Semester Hours

Class E—Those Offering No Courses

Class A Colleges. The first class we have called Class A colleges. This represents those offering a rather full program for the training of religious educational workers—10 courses of three semester hours each, or 15 courses of two semester hours each. It also makes possible a major of 30 semester hours, or more, in Religious Education alone. Eighteen colleges belong in this class, 12 of which offer between 30

and 39 semester hours, while 6 offer more than 40 semester hours. The highest number offered is in Boston University, which offers 148 semester hours. A list of these colleges, together with the number of semester hours offered in each, may be found in Appendix B.

Class B Colleges. The second class we have designated as Class B colleges. This represents those offering a minor of 15 semester hours or more, or a major of less than 30 semester hours. There are 55 colleges in this class, a list of which, together with the semester hours offered in each, will be found in Appendix C. Of this number it will be noted that 9 offer between 25 and 29 semester hours inclusive, and 13 between 20 and 24 inclusive, while the remaining 34 offer from 15 to 19 inclusive.

Class C Colleges. The third class represents those offering a rather meager amount of courses—from 5 to 14 semester hours. These are regarded as Class C colleges. While a few minors are found of less than 15 semester hours, in the main the courses in Religious Education in these colleges must be combined with other courses in Bible, Education, etc., to make a major or minor. This may be considered the elective class. There are 94 schools in this class, 28 of which offer from 10 to 14 semester hours, and 66 offer from 5 to 9. See Appendix D for a list of these colleges, together with the number of semester hours offered in each.

Class D Colleges. Those offering less than five semester hours are classified as D colleges. This class represents the colleges, for the most part, which offer one course in Religious Education, though a few offer two courses of two semester hours each. One school offers four short courses of one semester hour each. See Appendix E for a list of these colleges and the semester hours for each college.

Class E Colleges. Fifty-nine of the colleges of this study offer no courses in Religious Education. These are placed in Class E. A list of these colleges is given in Appendix F.

Unclassified Colleges. Two colleges—Aurora College and Johnson C. Smith College—offer courses, but it was not pos-

sible to determine the number of semester hours of credit. One college, Western Maryland College, is in the process of organizing a new department of Religious Education, but just how many courses are being offered could not be ascertained.

Discontinuance of Courses. One hundred and fifty-seven replies were received to the questionnaire sent to the colleges asking whether they, at any time, within the last five years, had offered courses in Religious Education as defined in this study and for any reason discontinued them. Of this number 115 answered in the negative, 3 were uncertain, and 39 had offered courses and discontinued them. The reasons for discontinuance, together with the number of colleges discontinuing courses, are given in Table No. 2.

TABLE NO. 2—REASONS FOR DISCONTINUANCE OF COURSES

Reason for Discontinuance	Number of Colleges
Reorganization of courses	19
Faculty changes	5
Lack of teaching force or finance	5
Lack of demand	5
No reason	1
Miscellaneous	4

The table shows the reasons for discontinuing courses and the number of colleges discontinuing courses for each of the reasons given.

As may be seen from the table, nineteen of the schools had discontinued courses, which had formerly been given, in the process of reorganization that had taken place as newer courses had been arranged.

Five had made changes because of changes of faculty. Two of these had made changes in titles of courses, or content of courses only, but not in number of courses, due to the difference of interest, specialization or ability of the instructors. The instructor in one of the schools had resigned and in the other died. Apparently no others had been chosen to take their places. One school formerly giving courses in Sunday

School Pedagogy had discontinued these courses because of the change of the head of the department where they had been given.

Five gave as the reason for discontinuance the lack of teaching force or finance. One of these was in the flood district of Louisiana, and had been forced to cut down its courses offered during the current year. Another had, at some time within the five-year period, discontinued giving courses, but is at present organizing a department with a full-time instructor.

Five gave lack of demand, or student interest.

One school gave as the reason for the discontinuance of a course, that it had been given in the Summer scsool by a visiting instructor. Another that courses were not given because the instructor was absent on leave. One school gave as the reason for combining two courses that they had the "feeling that the A. B. college should not turn out specialists, but lay leaders." Another gave "exhaustion of the field from which we could expect to get students of this type."

Not including those discontinued in the process of reorganization, 25 courses have been temporarily or permanently discontinued. Of this number only two had been discontinued because of lack of demand or lack of student interest, alone. Six were discontinued partly because of lack of demand or student interest and partly for administrative reasons.

Only two schools were found that had discontinued, altogether, courses in Religious Education, over the five-year period. In one of these schools six courses had been offered; in the other two courses in Sunday School Pedagogy had been given. The reason given in the first case was the death of an instructor; in the second, change of the head of a department.

Objectives of Religious Education Courses. The phrase *e pluribus unum* rather significantly describes the growth of the objectives of courses in Religious Education. If examined from the viewpoint of specific objectives, they have grown from what was almost the sole objective, a few years ago, viz., the training in the impartation of knowledge, to the place where the effort is being made to equip for a many-sided

program of religious education with many objectives. If examined from the viewpoint of the types of workers which they are intended to train, they have grown from the one objective, viz., that of training Sunday school teachers, to the training of more than a score of different workers. The objectives may be divided into four general groups as follows: (1) To train lay or voluntary workers, (2) To train professional workers, (3) To prepare for further graduate study, and (4) exploratory.

The Training of Lay or Voluntary Workers. The training of lay or voluntary workers was almost the sole objective of the earlier courses and still remains one of the most important. All the colleges which set forth their objectives give this as one. It would seem safe to venture it as an objective of all the schools of our study. The specific objectives of this class or group as given are the training of:

(1) Sunday School Teachers and Officers

(2) Leaders of Young People's Societies

(3) Teachers and Officers in Vacation Schools of Religion

(4) Teachers and Officers in Week-day Schools of Religion

(5) Leaders or Teachers of Voluntary Leadership Training Courses

(6) Leaders or Teachers of Voluntary Mission Study and Stewardship Classes.

(7) Lay Leaders in General Church Work

The Training of Professional or Vocational Workers. Thirty-six schools set forth in their bulletins, among the objectives of the courses in Religious Education, the training of professional workers. Thirty-eight other schools offer courses in sufficient number, or of such a nature as to make it rather certain that this is an objective of those schools also.

The following are the various professional workers that were suggested as the ones, for the preparation of which,

courses in Religious Education are being given:

Directors of Religious Education in Local Churches

Directors of Community Programs of Religious Education

Children's Division Specialists

Young People's Workers

Directors of Weekday Schools of Religion

Directors of Vacation Schools of Religion

Teachers in Weekday Schools of Religion

Teachers in Vacation Schools of Religion

Directors of Music, Church Choruses, etc.

Summer Camp Workers

Supervisors and Instructors in Leadership Training Schools

Religious Advisors and Directors for Industrial Firms and Civic Organizations

Teachers of Religious Education

Ministers with Religious Educational Training

Assistant Pastors

Religious Directors of Y. M. C. A. or Y. W. C. A.

Educational Evangelistic Leaders

Field Workers in Religious Education

Institute and Convention Specialists

Editorial Workers in Religious Education

Preparation for Further Graduate Study. This objective, like the first one, is theoretically, at least, a universal objective among all the colleges of this study, which offer courses in Religious Education. Many, however, are not very seriously working at the task of preparing for graduate work in the field of religious education. Some schools giving only a few courses in Religious Education, and some which do not give any, still feel that they can best prepare for graduate and professional training by giving the student a broad general cultural preparation.

Exploratory Objective. One hundred thirteen schools indicate, either among the objectives listed, or by the descriptions of courses, that one objective is to acquaint the student with the opportunities in the field and to enable him, to some degree, at least, to explore it; and so assist him in choosing, either as a vocation or avocation, that phase of the work for which he is best suited.

Summary. In this chapter a very brief treatment has been given of the development of the offering of courses in Religious Education in the colleges studied. It was noted that Bishop Vincent advocated such courses near the middle of the nineteenth century, but that they were not placed into the college curricula to any great extent, at least, until the beginning of our own century. In 1914-15 only 25, or 8.2%, of the colleges belonging to this study were offering courses in Religious Education. That number has quite rapidly increased to 80.2% in the little more than a decade intervening. These colleges may be divided into five classes on the basis of number of semester hours offered in Religious Education in each. Courses are not simply listed in the catalogs, but a very high percentage of them are actually given within a two-year cycle of class rotation. Comparatively few courses have been discontinued. The tendency has been for the number of schools offering courses in this field, and for the number of courses offered in these schools, to increase quite rapidly. The objectives have increased from the one original objective, viz., that of training voluntary workers for the Sunday school, to include the preparation for further graduate study, the exploration of the field, and even the training of professional workers.

CHAPTER III

COURSES OFFERED

Many Courses Offered. In Chapter II it was found that the "Joint Committee" recommended six courses, which may be considered as Religious Education courses according to our definition. These are:

Introduction to Religious Education
Methods of Teaching Religion
History of Religious Education
Organization and Administration of Religious Education
Curriculum of Religious Education
Curriculum Values of the Bible

Many of the colleges of the evangelical denominations, however, have not stopped with this recommendation, which soon was regarded as inadequate for the expanding purposes and objectives of a growing field. In the various colleges examined in this study, 286 more or less different courses or appellations of courses, were found.

Below is given a classified list of the courses or appellations for courses according to a rather common classification used. The courses occurring only once are placed in the miscellaneous group in each class.

TABLE NO. 3—COURSES OFFERED IN RELIGIOUS EDUCATION

I—Introductory Courses

Name of Course.	No. of Schools
Introduction to Religious Education	36
Religious Education	32
Sunday School Pedagogy	15
Leadership Training	9
Program of the Christian Religion	5
Theory and Practice	4

Christian Work or Service	4
Educational Task of the Church	4
Religious Education—Advanced Course	3
Educational Program of the Local Church	3
Christian Education	3
Introduction to Moral and Religious Education	2
Normal Course—Leadership Training	2
Leadership Training—Advanced Course	2
The Church in the Modern World	2
Miscellaneous Introductory Courses	13

II—Principles and Problems of Religious Education

Name of Course.	No. of Schools
Principles of Religious Education	60
Principles and Methods of Religious Education	20
Principles of Moral and Religious Education	9
Problems of Religious Education	8
Principles of Education—Religious Educational Emphasis.	3
Theory and Principles of Religious Education	2
Miscellaneous Course in Principles and Problems of R. E.	8

III—Psychology and Religious Education

Name of Course.	No. of Schools
Psychology of Religion	84
Psychology of Religious Education or Development	7
Child Psychology—Religious Educational Emphasis	7
Psychology of Childhood and Adolescence—R. E. Emphasis	5
Psychology of Religious Experience	5
Adolescent Psychology—Religious Educational Emphasis	4
Psychology of Religious Life	2
Psychology and Philosophy of Religion	2
Miscellaneous Courses in Psychology and Religious Ed.	14

IV—Methods of Religious Education

Name of Course.	No. of Schools
Methods of Religious Education	61
Materials and Methods of Religious Education	10
Methods of Teaching the Bible	5
Principles of Teaching Religion	4
Sunday School Methods	3
Miscellaneous Courses in Methods of Religious Education.	12

V—Organization and Administration of Religious Education

Name of Course.	No. of Schools
Organization and Administration of Religious Education...	61
The Curriculum of Religious Education	49
Organization and Administration of the Church School....	15
Administration of Religious Education.....	6
Materials of Religious Education	6
The Church School	5
Agencies of Religious Education	5
Organization of Religious Education.....	4
Curriculum of Moral and Religious Education.....	4
Vacation and Week-day Religious Education.....	4
Surveys and Measurements in Religious Education.....	4
National Program or System of Religious Education.....	4
Agencies of Moral and Religious Education.....	3
Community Religious Education	3
The Use of the Bible in Religious Education.....	3
The Teaching Values of the Bible.....	3
Organization and Administration of Religious Education in the Local Church	3
Supervision of Religious Education	2
Tests and Measurements in Religious Education.....	2
Statistical Methods Applied to Religious Education.....	2
Curriculum of the Church School.....	2
Content and Organization of the Present Curriculum of Religious Education	2
Curriculum Construction in Religious Education.....	2
Organization and Administration of Sunday School and B. Y. P. U.	2
Organization and Administration of the City System of Religious Education	2
Week-day Religious Education	2
Week-day, Vacation, and Teacher Training Schools.....	2
Miscellaneous Courses in Organization and Administration of Religious Education	29

VI—History of Religious Education

Name of Course.	No. of Schools
History of Religious Education	30
History and Principles of Religious Education.....	5
History and Program of Religious Education.....	2
Miscellaneous Courses in History of Religious Education..	10

VII—Departmentalization or Special Age Periods or Groups in Religious Education

Name of Course.	No. of Schools
Religious Education of Childhood and Youth	11
Adolescent and Young People's Religious Education	10
Religious Education of Childhood	9
Religion of Childhood and Adolescence	8
Moral and Religious Education of Childhood	6
Elementary Method in Religious Education	4
Young People's Work in the Local Church	4
Young People's Work	3
Moral and Religious Education of Childhood and Youth	3
Moral and Religious Education of Adolescence	2
Secondary Methods in Religious Education	2
Introduction to Young People's Work	2
Children's Division of the Church School	2
Religion of the Child	2
Religion of Adults	2
Miscellaneous Courses in Special Periods	37

VIII—Fine Arts in Religious Education

Name of Course.	No. of Schools
The Use of Art in Religious Education	6
Story Telling in Religious Education	4
Story Telling and Dramatization in Religious Education	4
Religious Drama	3
Religious Drama and Pageantry	2
Theory of Pageantry and Religious Drama	2
Worship and the Fine Arts in Religious Education	2
Miscellaneous Courses in Fine Arts in Religious Education	17

IX—Training in Worship and the Devotional Life

Name of Course.	No. of Schools
Worship in the Church School	9
Worship—Religious Educational Emphasis	3
Educational Aspects of Worship	2
Worship and Hymnology	2
Materials and Methods of Worship	2
Training in Worship	2
Miscellaneous Courses in Training in Worship and the Devotional Life	7

X—Recreational Leadership in Religious Education

Name of Course.	No. of Schools
Recreational Leadership in Religious Education	4
Social and Recreational Leadership in Religious Education	4
Campcraft—Religious Educational Emphasis	2
Miscellaneous Courses in Recreational Leadership in Religious Education	5

XI—Miscellaneous Courses in Religious Education

Name of Course.	No. of Schools
Observation and Practice Teaching in Religious Education.	7
Church Efficiency—Religious Educational Emphasis	6
Seminar in Religious Education	6
Church Administration—Religious Education Emphasis	3
Religious Education and the Family	3
Philosophy of Religious Education	2
Religious Values—Religious Educational Emphasis	2
The Pedagogy of Jesus	2
The Deaconess—Office and Work	2
Rural Church Methods—Religious Education Emphasis	2
Miscellaneous Courses	28

Description of Courses. To describe all these various courses in detail would demand more space than can be given to such a description here. A brief description is attempted, however, of the ones occurring most often, or, to which, for some other good reason, attention should be given. The descriptions as here given are largely summations of those given in the catalogs. A few mimeographed outlines of courses and professorial notes were available. A third check was made possible by an examination of texts employed. This check-up has been quite valuable because of a decided tendency to use textbooks as the basis for class discussions. Seventy-two schools reported by questionnaire as to method used in their classes. These schools constituted a fairly representative sampling from the viewpoint of geographical distribution, denominational distribution, size of institution and classes of colleges on the basis of semester hours offered in Religious Education as suggested in Chapter II. Of this number 59 use the textbook method.

By means of the questionnaire the effort was made to determine to what extent the teachers followed the catalog descriptions of courses. Sixty teachers constituting a fairly good sampling replied. Thirty-five suggested that they followed closely the descriptions as given; nineteen followed them fairly closely, and six answered in the negative. While the descriptions are for the most part quite brief, in the main they would seem, therefore, to be reasonably trustworthy.

Introduction to Religious Education. It will be noted that 36 schools offer a course entitled Introduction to Religious Education or with slight variations as to wording, such as Introduction to the Study of Religious Education. This, as recommended by the "Joint Committee," is a survey course intended to acquaint the pupil with the newly developed field of religious education. The recommendation of the "Joint Committee," which in the main is a fairly good description of the course today, follows:

> The purpose of this study should be not only to develop a broad outlook upon the meaning of education in general and of religious education in particular, but also to give point to thought and planning with respect to practical issues of our day. The specific aims of Christian education should be made clear, and likewise the place of education in the Christian plan for the reconstruction of society. The aims and methods of Christian education should be compared with those of the public schools, and the respective educational functions of the church, the family, and the State should be considered. The philosophy that underlies particular types of religious education should be made clear. Finally, the child's relation to God, the nature and process of religious growth, the meaning of worship (with the educational use of it), and the meaning of church membership, should be included.[1]

Quite frequently the field is approached from the historical viewpoint, a historical survey of the background being made. Not a few schools offer courses in the History of Religious Education as introductory courses. No one text can be said to have molded this course, there being no text of

[1] Report of Commission on Religious Education in Colleges, Religious Education, Vol. xvi, December, 1921, p. 354.

recent years attempting such a treatment. Hence a variety of subjects are treated in the various courses bearing this title. In fact, it would be difficult to find anything in all the field of religious education which would not be touched upon in this course in some college.

In addition to the broad general plan of the course given in the suggestion of the "Joint Committee" and to the historical background referred to above; rather frequently the agencies of religious education, its scope, the educational program of the church and the church school, an introductory survey of the organization and administration of religious education and an introductory study of its principles are included. Many of the courses in principles differ very little if any from courses in the Introduction to Religious Education.

Religious Education. Thirty-one schools offer a course under the name Religious Education. This course is most commonly found in those schools offering only one, or at best two courses. It is also almost universally a survey course, though not infrequently emphasis is placed upon some phase or phases of the field. Sunday school organization, methods and young people's work often receive the major emphasis. It occasionally extends through the year, meeting from one to three times weekly, and may even be divided into different parts treating different phases of the field of religious education, approaching in some instances different courses. In some cases a number of texts are used, which constitute for the most part the books of the leadership training program of the denomination to which the school belongs.

Sunday School Pedagogy. Fifteen schools offer a course in what is commonly called Sunday School Pedagogy. This is another course most often found in the institutions giving only a few courses. As the name would indicate, it specializes in the Sunday school and is intended to better fit for Sunday school work those preparing for the ministry or for voluntary service as laymen. A study is usually made both of the organization and methods of teaching in the Sunday school. Leadership training texts are often used as the basic curricular material for this course also.

Principles of Religious Education. Sixty schools offer courses in Principles of Religious Education. This course was one of the earlier ones to find its way into the curriculum. Doubtless the fact that the phrase, Principles of Religious Education, sounded more scholarly and academical than Sunday School Pedagogy, was not without weight in obtaining its admission into the curriculum. It was frequently the first credit course in this field to be placed in the curriculum and at present is occasionally the only one offered in Religious Education in a few schools. Two classes of courses are found under this title, (1) Those mentioned above, or those which are practically the same as the introductory courses, and (2) the more advanced courses. The ones of the first class do not differ enough from the introductory courses to need separate treatment. The latter ones, like similar courses in Education or Sociology, treat a multitude of topics. Some of the more common are: Nature of religion, human nature, the desired objectives or outcomes of religious education, or the changes religious education should make in the individual, critical study of the theories of religious education, especially the social theory, the evaluation of projects, relation of Religious Education to Sociology, to Education, the development and place of weekday religious education and vacation religious schools, the development of and function of the church school, the objectives of religious education, a unified program of religious education, and principles and problems of method and of organization and administration.

Very similar to those in principles are those in problems, differing largely in method of treatment rather than topics discussed.

Method of Teaching Religion or of Religious Education. Sixty-one schools offer a course in the Method of Teaching Religion or in Methods of Religious Education. This, it will be noted, is another course recommended by the "Joint Committee." It is a general course in methods in religious education, though in many cases where courses are not offered in departmental methods, those will also receive consideration.

The topics studied in this course are quite frequently the same as those discussed by George Herbert Betts and Marion O. Hawthorne in their book, Method in Teaching Religion, or in Bett's earlier work, How to Teach Religion. A large number of the schools give the same name for the course as for the first book mentioned. Of the 46 schools reporting as to textbooks used, 26 use Method in Teaching Religion by Betts and Hawthorne, and 13, How to Teach Religion by Betts. The latter book is also used as a text in Principles of Religious Education.

For the most part the descriptions follow the treatment of the book, Method in Teaching Religion. They are as follows: Can religion be taught?, the religious factor in native equipment, objectives of religious education, habit in religious development, laws of learning in religion, subject matter, training of mental technic in religion, classroom response, types of teaching in religion, the teacher, classroom procedure, project methods, story telling, dramatization and hand work in religious education, training in social service, and training in worship.

The course in Principles and Methods occurring 20 times is simply a combination in an abridged form of what might be taught in separate courses on principles and methods, due to the time element and the desire to extensively cover the field.

In addition to the more general course or courses in Methods of Religious Education, there are those of a specialized nature in elementary, adolescent, young people's and adult religious education.

Psychology of Religion. Eighty-four schools give a course in the Psychology of Religion. This course was also one of the earlier ones in the field. A psychological emphasis upon religious and religious educational method resulted from the work of G. Stanley Hall with his emphasis upon the saltatory theory of Psychology, and from the investigations of Edwin Starbuck, William James and others concerning the most appropriate ages for conversion. At first the courses

seem to have been largely of a practical nature, being considered very valuable for Sunday school and other religious workers. An examination of the descriptions of not a few of the courses in Psychology of Religion as given in the catalogs today, however, reveals the fact that in many cases they are of such a theoretical, philosophical, or academical nature as to raise the question as to whether they ought to be considered as courses in Religious Education. Some of the more or less practical topics usually treated are: Nature of religion, human nature, religious consciousness, religious experience, varieties of religious experience, religious potentialities of the various ages, conversion, prayer, faith, recent discoveries and tendencies in psychology and their implications for the field of religion and religious education. Eight different texts were reported by the 46 schools reporting as to texts used, no one of which can be said to have a monopoly on the field.

More practical courses are beginning to appear like those in the Psychological Basis of Religious Education, or in the Psychology of Religious Development. Courses in Child or Adolescent Psychology are also given in the Religious Education departments with a religious educational application and for religious educational workers.

Organization and Administration of Religious Education. Sixty-one schools give a course entitled Organization and Administration of Religious Education, another course recommended by the "Joint Committee." Ten others give courses entitled Organization of Religious Education which are practically the same.

The recommendations of the "Joint Committee" concerning this course are quite significant and are here given:

> One of the most difficult, and likewise fruitful, fields of Christian service in our generation is the organization and direction of the available educational energies of the churches. The former restricted conception of building a Sunday school is now broadened to include instruction on Sunday, on week-days, also in vacation time, and likewise a multitude of activities and groupings of children and young people. Moreover, the point from which to view all this is no longer

the isolated church society, but groups of churches, the community, whole denominations, nation-wide and world-wide agencies. College students need to know what is happening in these directions, and they need to know it in such concreteness and detail that they will be able to take the lead in the educational organization of their own churches and communities.[1]

In the same year the text entitled Organization and Administration of Religious Education came from the press, written by Dr. John E. Stout, a member of the "Joint Committee." It attempted a treatment of the course in conformity with the recommendations.

It is evidently used by many as the basis of the course. Twenty-one of the 46 schools reporting on the text used, use this text. For the most part the catalog description of the topics seem to be the same as those treated in the book. These are: The educational function of the church, management of pupils, the training of teachers, selection and supervision of teachers, the teaching of Religious Education in the higher institutions of learning, weekday schools of religion and the community type of organization.

Forty-nine schools offer courses in the Curriculum of Religious Education, still another course recommended by the "Joint Committee." Here again a single text seems to have been used as the basis for this course—The Curriculum of Religious Education, by George Herbert Betts. Nineteen of the 46 schools reporting as to texts used, use this text. Three phases of the field are frequently considered in harmony with the treatment of the text. These are: (1) The history of the curriculum of religious education, (2) Principles of curriculum construction applied to religious education, and (3) Present-day curricula and materials.

A great variety of additional courses are given in the field of organization and administration, emphasizing, or specializing in some phase or division of the field, among which is one entitled, Organization and Administration of the Church

[1] Report of Commission on Religious Education in Colleges, Religious Education, Vol. xvi, December, 1921, p.

School, which occurs 15 times. On account of a difference in nomenclature this course may be either another name for a course in organization and administration of the Sunday school, or in the organization and administration of the educational program of the church. The church school in the latter sense is conceived of as the unification of all the schools, educational agencies, or organizations of the local church into one school with a unified program. It is thus practically the same course as the one, Organization and Administration of Religious Education in the Local Church.

History of Religious Education. It will be recalled that the History of Religious Education is one of the courses suggested by the "Joint Committee." Thirty-one schools offer courses bearing this name. The text, History of Religious Education in Recent Times, by Arlo Ayres Brown, would seem to constitute the basis for this course in most schools. Dr. Brown, like Dr. Stout, was a member of the "Joint Committee" and endeavored to provide a text that would conform to the recommendations of the "Committee" for this course, All the schools offering this course, which report as to text used, use this book. In fact, it is the only text available that covers the whole field. Following the plan of the text, a survey is usually made of the history of the field from the earliest times, especially emphasizing the period from the beginning of the Sunday school to the present. It is very largely, therefore, a history of recent times and movements such as: The Sunday school movement, the development of young people's organizations and movements, the daily vacation Bible school, the weekday school of religion and the teacher training movement. Attention is also given to the history of the promotional agencies of religious education. Only one school gives a course stressing the earlier history of religious education—a course in the "History of Religious Education Before the Protestant Reformation." A few other courses are given in the field of history emphasizing some particular phase or period or combining history with other subjects.

Departmentalization or Special Age Periods in Religious Education. As a usual thing, the schools have not yet reached the place in developing courses in Religious Education where a large number of courses in these special phases of the field are offered. This is especially true of those schools offering only a few courses. They almost invariably confine themselves to the more general aspects of the field. However, in the schools having more extensive departments, a variety of courses in elementary and adolescent religious education and of young people's work appear. The course occurring most often in this field is a general course under the title of Religious Education of Childhood and Youth or a title which varies slightly as to wording. This occurs only 11 times. In it a study is commonly made of the physical, mental, moral and religious development of childhood and youth, special attention being given to the religious possibilities of the different ages or periods of development and to the organization, methods and materials best suited to these different ages and periods of development. The next course in frequency is a general course in Religious Education of Adolescence and Young People. Ten schools offer such a course. A description of this course would differ very little from the one given above save that it specializes in the period of adolescence and youth. Nine schools offer a general course in Religious Education of Childhood, or Elementary Religious Education.

Fine Arts and Religious Education. Twenty-four courses are offered in the various schools, with the larger departments, in the newer field sometimes called the fine arts in religious education; though no one course occurs very often. In these courses a study is made of the place or application of art, music, the drama, the pageant, and the story in religious education. Quite frequently a study is made of the kinds of art, music, dramas, pageants and stories adapted to the religious education of the various ages and groups, and of the principles and methods of effectively using these.

Worship and the Devotional Life. Some 13 courses are offered which are intended to make a study of the place of

worship and the development of the devotional life as an objective in religious education. These courses consider such phases of the subject as: Psychology of worship, proper environment, materials and methods for training in worship and developing the devotional life, the use of the hymn, evangelism, etc.

Vocational Guidance in Religious Education. A few courses have begun to appear with the objective of religious vocational guidance in mind. The introductory course and others such as:

Program of the Christian Religion
Church Activities
Lay Activities
Program of Religious Education and the Church

often are intended for exploratory purposes and to create an interest in the field.

At Hillsdale College there is a department of Applied Christian Education which is given over almost wholly to religious vocational guidance. Although unique, its significance would seem to demand consideration in a treatise of this kind. Two courses are especially significant, (1) Christian Leadership Seminar, (2) Experimental Character Education.

The first course is designed as an exploratory one to help those find themselves who are interested in the various phases of religious educational leadership. Students are assigned to various fields of service and a study made of the experiences gained. Experiences and problems actually met with constitute the subject matter of the course. The course extends through two semesters, five hours each semester, and carries with it ten semester hours of credit.[1]

The course in Experimental Character Education is a research course "in the problems of lay and professional leadership in Religious Education." This course also extends through two semesters, two hours each semester, and commands four semester hours' credit.

[1] Hillsdale College Bulletin, April, 1927, pp. 61, 62.

Social and Recreational Leadership in Religious Education. Fifteen schools provide for courses in social and recreational leadership in religious education. The two most common courses are a general course in Recreational Leadership and a course in Social and Recreational Leadership. These occur four times each.

Observation and Practice Teaching. While doubtless all the schools encourage teaching and participation in administration and leadership in Sunday schools, young people's societies, vacation Bible schools and weekday schools of religion, seven schools offer courses in this phase of the field and give credit for such work.

At Elon College[1] the practical, or laboratory phase of the work has been quite well worked out. One class period a week in any course in Religious Education may at the option of the teacher be used for laboratory purposes. All students in Religious Education except those taking the introductory course are required to do "laboratory work" in connection with each course. Weekday schools of religion, with all the grades from the kindergarten through high school, a Sunday school, and a night school for colored adults, are conducted in connection with, or in close proximity to, the college. In addition, mission Sunday schools and churches are utilized for laboratory purposes.

The Formulation of Courses. Seventy-nine of the colleges offering courses in Religious Education answered the questionnaire dealing with the formation of courses. The 79 schools, while they constitute only 33.6% of the total number of schools offering courses in Religious Education, were found to be a very good sampling, as they are quite representative. Thirty-eight of these schools gave as the basic factor in formulating their courses the needs of the students taking the courses or, in educational language, the desired outcomes or objectives. Seventeen had followed the recommendations of the "Joint Committee." Fifty-one had examined the catalogs of other schools in order to determine what others were doing.

[1]Elon College Catalog, 1927-28, p. 81.

Of this number 29 gave the names of those schools which they had found most suggestive or followed most closely. The names of forty-one schools were given, thirteen of which were given by more than one teacher or administrator. A list of these thirteen schools is here given.

TABLE NO. 4—COLLEGES WHOSE CATALOGS WERE FOLLOWED MOST CLOSELY BY MORE THAN ONE SCHOOL

Name of School	No. of Schools Examining Them
Northwestern University	15
Boston University	14
Chicago University—Divinity School	7
Yale University—Divinity School	5
Columbia University	4
Hartford School of Religious Education	3
Baylor University	2
Denison University	2
Drake University	2
Furman University	2
Earlham College	2
Southwestern Baptist Theological Seminary	2
Wittenberg College	2

At the left is given the names of those colleges whose catalogs were followed most closely by more than one school reporting. At the right is given the number of colleges which followed these schools in each case.

Thirty schools were influenced by the availability of texts in the formulation of courses, i. e., they first chose textbooks and arranged the courses to fit the texts. Seven instructors followed rather closely courses in institutions where they had taken graduate work, and seven followed programs outlined or suggested by their own denominational agencies. Many other factors entered in, such as: Interviewing graduates after they had worked on the field, articles in magazines, especially in Religious Education, comparison of the courses with general education, etc.

New Courses. Fifty-four schools answered in the affirmative the question as to whether they are planning to add additional courses in Religious Education in the near future.

Thirty-three of the schools planning to offer additional courses had not planned definitely the courses to be offered. Twenty-one schools have planned to offer the additional courses given in Table No. 5.

TABLE NO. 5—ADDITIONAL COURSES PLANNED BY COLLEGES

Name of course	No. of Colleges
Methods of Religious Education	6
History of Religious Education	6
Curriculum of Religious Education	4
Psychological Basis of Religious Education	4
Vacation and Week-day Religious Education	3
Training in Worship	2
Principles of Religious Education	2
Program of Religious Education	2
Boy Scout Work	1
Campfire Girls' Work	1
Methods—Special Ages	1
Methods of Teaching the Bible	1
Observation and Practice Teaching	1
Organization and Administration of Religious Education	1
Organization and Administration of the Sunday School	1
Relation of Public and Religious Education	1
Religious Education for Vocations	1
Religious Education of the Adult	1
Seminar in Religious Education	1
The Fine Arts in Religious Education	1
Training for Christian Living and Service	1

At the left is given the names of the new courses planned. At the right the number of colleges planning each.

Summary. In this chapter the list of the 286 more or less different courses offered has been given and a brief description attempted of those occurring most often. These descriptions have been worked out on the basis of catalog descriptions, professorial notes or mimeographed outlines, and textbooks used. Attention has been called to the fact that there is a marked tendency to use textbooks as the basis of

courses. The courses occurring most often are:

Introduction to Religious Education
Religious Education
Sunday School Pedagogy
Principles of Religious Education
Method of Teaching Religion
Psychology of Religion
Organization and Administration of Religious Education
History of Religious Education
Curriculum of Religious Education

Many other courses occur rather frequently, among which are courses in departmental methods, or methods for special age groups, and courses in the following fields: fine arts in religious education, worship and the devotional life, vocational guidance in religious education, social and recreational leadership in education, observation and practice teaching.

A number of factors were found to have entered into the formulation of courses among which were the following: objectives of religious education or needs of the students; what other colleges were doing as determined by an examination of catalogs, articles in Religious Education, etc.; availability of texts, graduate courses taken, denominational and interdenominational standards, especially the recommendation of the "Joint Committee."

It was found that 54 schools are planning to offer additional courses in the near future.

CHAPTER IV

DEPARTMENTS OF ADMINISTRATION

Departments Where Administered. A study was made of the departments through which courses in Religious Education are administered in the colleges studied. Thirty-nine departments, combinations of departments, or separate groupings for courses were found in which courses in Religious Education are administered. This number includes only those departments or groupings where the major part of the courses are administered. It does not include all the departments where single courses are found, as, for example, a course in Religious Drama in a department of Dramatics or English. It does include departments with single courses where the school only offers one course. In Table No. 6 on page 47 is given a list of these departments, together with the number of schools employing them.

These departments are treated in this chapter in the following order:

(1) Religion Department and Related Departments and Combinations with Religion

(2) Bible Department and Combinations with Bible

(3) Education Department

(4) Psychology Department

(5) Bible and Religious Education Department

(6) Religious Education Department and Other Combinations

(7) Religious Education Department Which Includes Other Courses

(8) Religious Education as a Separate Grouping

(9) Affiliated Bible School or Theological Seminary

(10) Miscellaneous

TABLE NO. 6—DEPARTMENTS OF ADMINISTRATION

Name of Department	No. of Schools
Religious Education (With Other Courses)....	36
Religious Education (As Separate Department).	33
Bible and Religious Education.....	27
Affiliated Bible School or Theological Seminary (Undergraduate)	20
Religion	20
Bible	16
Biblical Literature and Religious Education.....	8
Education	8
Bible and Religion.....	8
Biblical History and Literature.....	6
Biblical Literature	6
Psychology	5
Philosophy and Religion.....	4
Bible and Philosophy.....	4
Christianity	3
English Bible	2
Bible and Ethics	2
English Bible and Religious Education.....	2
Bible and Christian Service.....	2
Philosophy and Religious Education.....	2
Religious Education and Sociology.....	2
Miscellaneous	17

At the left is given the names of the departments in which courses in Religious Education are placed. At the right the number of schools placing these courses in these various departments.

Religion Department or Group. The term religion is one that has been brought into use by some schools to enable them to place in one department a number of courses of a Biblical and religious nature, e. g., such courses as those in Bible, History and Philosophy of Religion, Church History, Missions, Christian Doctrines, etc. The Religion Department as found in the schools of our study is further divided into sub-departments or groups in nine of the schools studied; in all the nine schools, one of the sub-departments is Religious Education. In Duke University the Religion Department

is divided into the following groups:

Biblical Literature
Christian Missions
Church History
History of Religion
Old Testament
New Testament
Religious Education
Sociology and the Church

The most of the schools, however, have only two or three divisions. An example of the simpler type of division is to be found at Hiram College. Here the Religion Department is divided into three groups as follows:

(1) General—Courses of a general nature, such as History of Missions, Church History, History of Religion, Philosophy of Religion, etc.

(2) Religious Education

(3) Religious Literature—Bible Courses Largely

On the whole, schools having Religion departments are rather strong in Religious Education. Ten schools, or 50%, are in Class B or above. The average number of semester hours per school is 11.5.

Department of Christianity. The Department of Christianity is very similar to that of Religion, save, perhaps, as the name indicates, a little greater emphasis is placed upon the Christian religion. It is also true that these schools are for the most part conservative religiously, and, doubtless for this reason, have been slower to enter the field of Religious Education. Only a few courses are offered. Two of the three schools offer six semester hours each in Religious Education, and one offers three, making an average of five semester hours per school. One of the schools, Mississippi College, further divides the Department of Christianity into:

(1) The Bible
(2) Religion
(3) Service

Bible and Religion. Three of the eight schools having a Department of Bible and Religion have further divided this department. Two of them have a sub-department of Religious Education, each offering five courses as defined here, totaling fifteen and fourteen semester hours each. On the whole, however, the schools with this type of departmentalization offer only a few courses. They average 7.4 semester hours each.

Philosophy and Religion. The four schools of the Philosophy and Religion combination all offer less than fifteen semester hours. Two are in Class C, and two in Class D. The average semester hours offered per school is a little below that of the Bible and Religion Combination—6.8 semester hours. None of the four schools offering courses in this combination has a sub-department in Religious Education.

Biblical Departments. The thirty schools placing Religious Education in the Bible, Biblical Literature, Biblical Literature and History, and English Bible Departments offer very few courses in Religious Education. No school in this group is above Class C. They average only 4.6 semester hours in Religious Education per college. The colleges offering courses in Religious Education in departments of Bible and Philosophy and Bible and Ethics offer a somewhat higher average in semester hours; the average being 7.5. However, there is no school above Class C.

Education Departments. Eight colleges administer courses in Religious Education through the department of Education. The schools of this group offer an average of 7.5 semester hours. Two schools have a separate grouping or sub-department for Religious Education. Both are in Class B. The remaining six offer only one or two courses each totaling from two to eight semester hours.

Psychology. Five schools which offer only one course each in the field of Religious Education—a course in the Psychology of Religion, or of Religious Development—place such a course in the Psychology Department.

Biblical and Religious Education Departments. Some of the Bible and Religious Education Departments are rather

strong in Religious Education. Nine schools employing this combination department are in Class B or above. The twenty-seven schools average 10.1 semester hours offered per school. Ten of the twenty-seven schools having a department bearing the name Bible and Religious Education have a sub-department or group in Religious Education.

The schools having Biblical Literature and Religious Education Departments do not make a very adequate provision for Religious Education. They offer an average of 7.4 semester hours per college. There is no school above Class C. One of the eight schools employing this type of departmentalization offers one course, but it was not possible to determine the amount of credit given for it.

The schools having English Bible and Religious Education Departments are also weak as to Religious Education. The two schools having this type of department, each offer two courses, totaling eight and seven semester hours each.

Bible and Christian Service. Two schools have Bible and Christian Service Departments. They are rather similar to the Bible and Religious Education Departments. Both are rather weak in Religious Education, one offering eight, and the other six semester hours.

Philosophy and Religious Education. Two schools have combination departments of Philosophy and Religious Education. One of these has a sub-department of Religious Education, which includes other courses in the general field of religion. Only one course of two semester hours' length is given in Religious Education. Two courses of six semester hours are given in this field in the other school.

Religious Education and Sociology. Two schools have Religious Education and Sociology combination departments. One of these offers seventeen semester hours, the other offers four.

Religious Education. Because of the looseness with which the term is used, a large number of schools have departments of Religious Education which contain few or even no courses in Religious Education as it is used in this thesis.

Seventy-two schools use this designation for departments. Departments of Religious Education may be classified into three classes:

(1) Those departments having no courses in Religious Education as defined in this thesis.

(2) Those containing courses in Religious Education as defined, but also having other courses.

(3) Those having only courses in Religious Education as defined by us.

Three schools are in the first class. These, however, would seem to demand no further treatment, inasmuch as they offer no courses as defined for our study. They are given this title because of a feeling that these courses train the student religiously.

Religious Education Departments Which Include Other Courses. As may be seen from the table given above, thirty-six schools fall in the second class, i. e., they have Religious Education Departments which contain other courses besides those defined as Religious Education in this thesis. In some instances this type of Religious Education Department is not very different from the Religion Department, being one into which have been put a variety of courses in the field of religion. An example of this may be found at Macalister College, where twenty courses are offered in the following general fields of religion:

Bible
Apologetics
Christian Sociology
Missions
Religious Education

At Betheny-Peniel the Religious Education Department is almost a miniature theological seminary, courses in the following fields having been placed in the Religious Education Department:

Bible
Church History
Christian Doctrine

Pastoral Theology (Including Religious Education)
Elementary Greek
Psychology of Religion
Homiletics
Comparative Religion
Philosophy of Religion

Four of the schools in this group seem to have put into the Religious Education Department the newer courses in the field of religion, that have come into the college curriculum most recently, such as:

History of Religion
Missions
Evangelism
Stewardship
Religious Education

These four schools have separate Bible Departments.

Five schools rather inconsistently further subdivide the Department of Religious Education into sub-departments or groups, one of which is Religious Education. Examples are as follows:

At Bucknell University the Religious Education Department is subdivided into the following groups or sub-departments:

Biblical Literature Group
Religious History and Thought Group
Christian Social Ethics Group
Religious Education Technique Group

At the College of Puget Sound it is divided into:

Biblical Literature and History
Religious Education

A similar division is employed in the other three schools.

Ten of the thirty-six schools having departments of Religious Education which include other courses are in Class B or above. The average number of semester hours per school for this group is 11.1.

Separate Departments or Groups. As may be seen from the table, thirty-three schools have placed their courses in Religious Education in departments or groups in which only courses in Religious Education as defined in this thesis are given. They offer an average of 23.3 semester hours per school. One of these schools, Northwestern University, has five teachers in its Department of Religious Education.

TABLE NO. 7—COLLEGES HAVING SEPARATE DEPARTMENTS OR GROUPINGS FOR RELIGIOUS EDUCATION COURSES

Name of School	No. of Courses in Religious Education	Semester Hours Credit in Religious Education
Athens College	9	8
Ashland College	8	21
Baldwin-Wallace	7	22
Bethany College	6	15
California Christian College	7	16
Cedar Crest College	12	42
Centenary College	12	24
Chattanooga, University of	7	17
Defiance College	6	18
Depaw University	9	27
Eastern University	7	21
Elmhurst College	2	6
Elon College	11	66
Emory University	6	18
Emory and Henry College	11	36
Evansville College	6	18
Heidelberg College	7	16
Kansas Wesleyan University	6	16
Lynchburg College	8	21
McPherson College	7	21
Manchester College	7	18
Midland College	4	8
Northwestern University (College of Liberal Arts)	26	74
Ohio Wesleyan University	8	22
Oklahoma Baptist University	13	32
College of the Ozarks	16	32
Redlands, University of	11	28
Southern College	11	41
Southwestern College	4	8
Thiel College	10	28
Transylvania College	12	30
Wesleyan College	8	24
Wittenberg College	13	39

Elon College[1] has four teachers, each having a field of specialization as follows:

(1) Young People's Division
(2) Adult Division
(3) Children's Division
(4) Organization and Administration Division

Twenty-two of the schools have teachers who, it would seem, devote their whole time to the teaching of Religious Education. In the eleven remaining schools the teachers of Religious Education teach in other departments also.

Table No. 7 on page 53 gives the names of these schools, the number of courses, and the total number of semester hours offered in each.

Undergraduate Courses Offered in Affiliated Theological Seminaries or Bible Colleges. Twenty schools administer their courses in Religious Education in connection with an affiliated school of the Bible or theological seminary. As would be expected, some of these schools offer a rather large number of courses. Nine of the twenty schools are in Class B or above. The average number of semester hours in the twenty schools is fifteen.

Separate Departments or Groups in Affiliated Theological Seminaries and Bible Schools. Ten schools administering their Religious Education courses through Bible schools or theological seminaries have separate departments. Six of these have full-time teachers. Table No. 8 on page 55 gives the names of those schools which have separate departments, together with the number of courses and semester hours offered in each.

School of Religious Education. Boston University has a school of Religious Education and Social Service in which fifty-nine courses in Religious Education as defined by us are given, and to which undergraduate students are admitted.

[1] Elon College might be placed in the class of colleges having a department of Religious Education including other courses, or in the class having separate departments, depending upon interpretation. Its curriculum is divided into schools rather than departments. Religious Education is placed in a separate grouping in one of the schools.

The Religious Education Department in this school is divided into five sub-departments as follows:

General Principles and Methods
General Organization and Administration
Statistics and Measurements
Young People's Work
Elementary Religious Education

In addition, courses are offered in Religious Education in five other departments of the school. These are:

Psychology
Sociology
General Church and Institutional Work
The Fine Arts in Religion
History (Includes Courses in History of Religious Education)

TABLE NO. 8—AFFILIATED THEOLOGICAL SEMINARIES OFFERING UNDERGRADUATE COURSES WHICH HAVE SEPARATE DEPARTMENTS OF RELIGIOUS EDUCATION

Name of School	Courses Offered in Religious Education	Semester Hours Offered in Religious Education
Butler University	6	18
Drake University	14	32
Huntington College	9	27
Mercer University	9	28
Pasadena College	4	10
Philips University	14	39
Schuylkill College ..... (Evangelical School of Theology)	6	14
Spokane University	6	16
University of Southern California	14	35
Texas Christian University.....	12	36

Miscellaneous. The remaining seventeen schools have departments or combinations of departments peculiar to themselves. A Department of Rural Leadership and Religious Education is found in one school. This department is subdivided into the two parts of the combination, viz., Rural

Leadership and Religious Education. Ten courses totaling twenty-eight semester hours are offered here in Religious Education. A Department of Christian Leadership and Social Service is found in another school. This department is likewise sub-divided into the two parts of the combination. The sub-department of Christian Leadership is much the same as a Religious Education Department containing other courses. In it courses are offered in Bible, Church History, History of Religion, Missions and Religious Education. A Religious Training Department is found in still another. In this school six semester hours are offered in Sunday School Pedagogy and B. Y. P. U. Methods. The department includes other courses in the field of religion. Attention was called in Chapter III to a Department of Applied Christian Education at Hillsdale College in which courses are offered in Religious Vocational Guidance. This school has also a Department of Religious Education. One school offers one rather general course in Religious Education in its Philosophy Department. One school has a Department of Christian Education. It is quite like the Department of Religious Education, containing other courses. Nine courses totaling twenty-seven semester hours are offered. The remaining departments are different combinations from those already treated and need only to be mentioned. The following are the names of these combinations:

Education and Religious Education
Bible, Religious Education and Ethics
Bible and Sunday School Department
Biblical Literature and Religion
Missions and Religious Education
Religion and Missions
Religious Education and Sunday School Methods
Religious Education and Religious History
Biblical Literature, History of Religion and Religious Education
Christian Philosophy and Biblical Literature
Missions and Practical Christian Work

Other Departments. A few courses, either wholly or partially devoted to Religious Education, are sometimes found in still other departments. Courses in Religious Dramatization, Story Telling, etc., may be administered in departments of English, Public Speaking or Dramatics. Those in Child Psychology, Adolescent Psychology, Psychology of Religion, when not administered through the same department as the other courses in Religious Education, are usually placed in the Department of Psychology, though occasionally they may be found in a Philosophy Department which includes courses in Psychology.

Sub-departments of, or Groups in Religious Education. Eighteen schools have sub-departments of, or groups in Religious Education, which offer four courses (the lowest number of courses found in any school with a separate grouping or department) or more. These schools average 17.3 semester hours offered in Religious Education. These schools, together with the number of courses and the number of semester hours of credit given in Religious Education, are given in Table No. 9 on page 58.

What Does a Religious Education Department Include? Chapter III gives the names of the courses offered in Religious Education and the description of those occurring most often. A study of this chapter should give a fairly adequate conception of the courses placed in such a department.

New Departments of Religious Education. Nine schools indicated plans for establishing a full-time department of Religious Education in the near future. Four of this number indicated the intention of inaugurating the department at the opening of the next session. The other five were not specific as to date.

These colleges are:

Centre College
Culver Stockton
Des Moines University
University of Dubuque
Hastings College

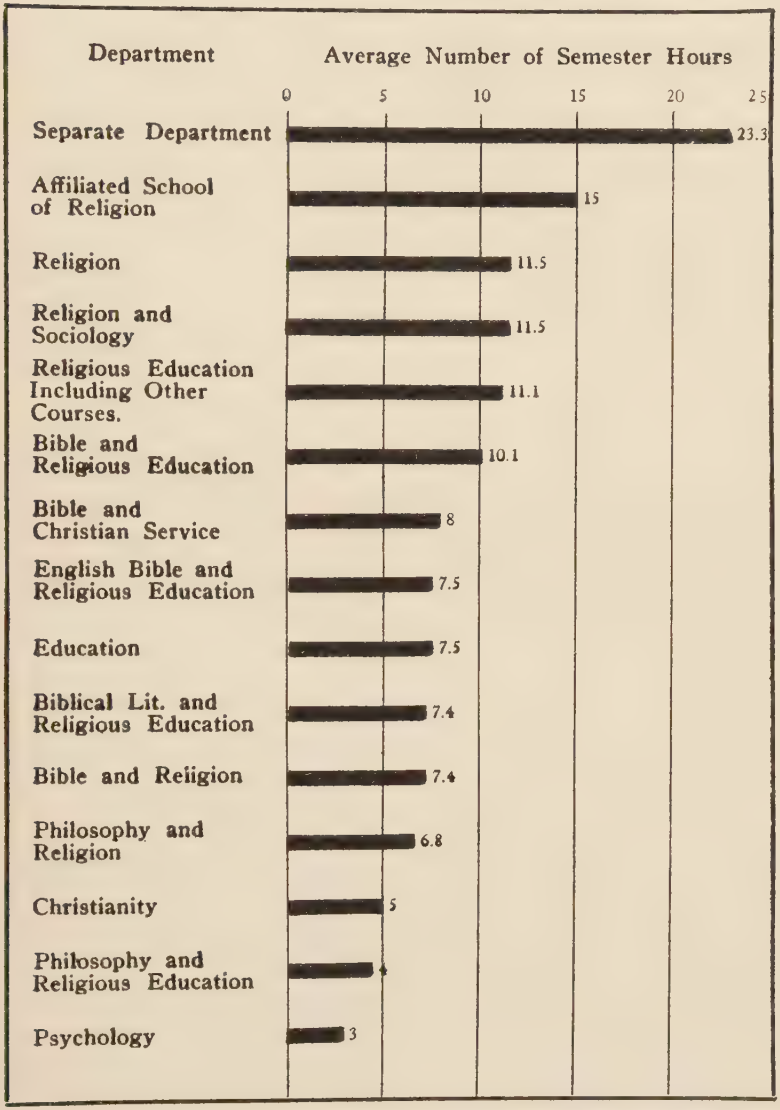
Hendricks College
Maryville College
University of Richmond
Western Maryland College

TABLE NO. 9—COLLEGES HAVING SUB-DEPARTMENTS OR GROUPINGS FOR COURSES IN RELIGIOUS EDUCATION

Name of School	Courses Offered in Religious Education	Semester Hours Offered in Religious Education
Bridgewater College	7	21
Centenary College	12	24
Central Wesleyan College...	5	15
Eureka College	7	28
Illinois Wesleyan University	5	15
Indiana Central College.....	5	15
Maryville College	5	12
Morningside College	5	14
North Central College.....	7	13
Ohio Northern University..	4	12
Park College	4	12
Puget Sound, College of....	13	29
Southern Methodist University (College of Arts and Sciences)	4	12
Trinity University	10	30
Tulsa, University of.....	5	10
West Virginia Wesleyan College	6	18
Whittier College	5	15
Williamette University	7	16

Des Moines University is planning to inaugurate at the beginning of the next session a "School of Biblical Christianity" with two divisions—(1) Theological and (2) Educational. Hastings College is planning to establish a department of Religious Education with three full-time professors. There will be one chair of Bible, one of "Philosophy, Psychology and related subjects as themselves related to the Bible," and one chair of Religious Education as technique. Hendrix College is to thoroughly reorganize its department of Religious Education so as to offer a major in the field, and to permit the students to elect as many as forty semester hours. Maryville

GRAPH NO. 1—RANK OF DEPARTMENTS OF ADMINISTRATION



The graph shows the ranking of those departments, combination departments, or groupings for courses which occur in more than one school, based on the average number of semester hours. The figures at the right represent the average number of semester hours for each department, combination department, etc.

College indicates the purpose of enlargement until thirty semester hours are available. Western Maryland College is in the process of organizing a department of Religious Education. The plan was to employ a "director of Religious Education," beginning in 1927-28. This, however, was put off till 1928.

Ranking the Departments. The departments, or names for groups into which courses in Religious Education are placed, were ranked upon the basis of the number of semester hours offered in these various departments or groupings. It will be noted that they range from three semester hours in those schools administering courses in the Psychology department to 23.3 in those schools having separate departments or groupings. Graph No. 1 indicates the rank of these various departments or groupings.

Summary. In this chapter a study has been made of the departments, or groupings, in which courses in Religious Education are placed. It has been found that thirty-three schools have separate departments for the courses in Religious Education, or place them in a separate group, and that thirty-six schools have Religious Education departments which include other courses. Attention has also been called to the fact that the courses are administered through thirty-seven other departments, combinations of departments or groups for courses. Twenty schools administer their undergraduate courses in Religious Education through an affiliated Bible school or school of religion. Ten of these have separate departments for the courses in Religious Education, many of which offer several courses. Practically all the others administering courses through the Bible school or school of religion offer only a few courses, which are usually placed in a Practical Theology department. Schools having separate departments were found to be far to the fore on the basis of number of semester hours offered. Eighteen schools were found with sub-departments of Religious Education or separate groups for the courses in this field within some other department or combination of departments. These schools also rank quite high in number of semester hours offered.

CHAPTER V

CURRICULA AND DEGREES

The Major in Religious Education. The most common administrative means or method for crediting courses in Religious Education, as in most fields of college specialization, is the major. One hundred ninety-one schools belonging to our study have provided for a major in Religious Education or a major in Religion, Bible, Christianity, etc., which may include courses in Religious Education. While some schools offer a sufficiently large number of courses and provide for a major in Religious Education alone, the most common practice is to permit a major in the general field of Religion which may include courses in this field. Many of the schools offering a major in Religious Education require as a part of such a major certain courses in Bible, Church History, etc., which are regarded as essential or fundamental content courses. Two classes of degrees towards which a major in Religious Education may be taken are noted: (1) The degrees of a non-religious or religious educational nature, and (2) those which might be considered specific degrees so far as the field of Religion or Religious Education is concerned.

Credit Toward Non-Religious or Non-Religious-Educational Degrees. Most of the schools permit courses in Religious Education to be counted on a major towards the older, established degrees, or towards the newer degree of a non-religious or religious educational nature. The B. A. degree is by far the most common one given and the one towards which a major in Religious Education may be taken. All the schools studied give the B. A. and eighty-six give the B. A. only. Of the one hundred ninety-one schools providing for a major in this field, one hundred eighty-three permit a

major toward the B. A., and one hundred twenty-seven either give this degree alone, or require the major to be taken towards it. Table No. 10 indicates the non-religious or religious education degrees towards which a major in Religious Education or Religious Education including other subjects may be taken, together with the number of schools permitting such a major.

TABLE NO. 10—NON-RELIGIOUS-EDUCATION DEGREES TOWARD WHICH A MAJOR IN RELIGIOUS EDUCATION MAY BE TAKEN

Degree	Major	No. of Schools
B. A.	Religious Education and Other Subjects	169
B. S.	Religious Education and Other Subjects	19
B. S. in Ed	Religious Education and Other Subjects	2
Ph. B.	Religious Education and Other Subjects	5
B. A.	Religious Education Alone.....	14
B. S.	Religious Education Alone.....	2
B. S. in Ed	Religious Education Alone.....	1
Ed. B.	Religious Education Alone.....	1

The column at the left gives the degrees toward which a major in Religious Education may be counted. The central column indicates whether the school provides for a major in Religious Education alone, or whether other courses are required as a part of such a major. At the right the number of schools providing each type of major and degree is given.

B. A. with a major in Religious Education (Including Other Courses). While the great majority of the schools provide that the major shall be under the supervision of a major professor or some other faculty advisor and thus allow for a flexible course varying with different individuals, a few schools outline more or less definitely the Religious Educational Major.

Five outlines of major requirements in schools in which other courses are included with Religious Education to make up the major, are given for illustrative purposes. The first major given requires certain specific courses. The second requires certain prescribed courses and additional electives from other prescribed fields. The third is still more flexible, requiring simply a number of hours each in Bible and Reli-

gious Education, and a number of hours to be elected from certain courses in Education and Psychology. The fourth provides for certain prerequisites to a major, and that the courses in Religious Education to be counted toward the major be chosen under the supervision of the head of the department. The fifth brings in an additional factor—a course made out in co-operation with the Sunday school board of the denomination.

(1) Religious Education Major in Ashland College[1]

Name of Courses	Semester Hours
Bible History and Interpretation	6
Teaching Values of the Bible	2
The Christian Religion	3
Introduction to Religious Education	2
Aims and Curricula of Religious Education	3
Organization and Administration of R. E.	3
Teaching Religion	4
Educational Psychology	2
Psychology of Religion	2
Story Telling and Dramatization	2
Total	29

(2) Religious Education Major in Manchester College[2]

A total of forty-eight term hours are required. The following twenty-four are prescribed:

	Term Hours
Introductory Course in Religious Education	4
Religious Development of Childhood and Youth	4
The Curriculum of Religious Education	4
Organization and Administration of the Church School	4
Method in Teaching Religion	4
Bible History of New Testament Times	4
Total prescribed	24

Sixteen hours must be elected from the following

(1) Additional Courses in Religious Education.

(2) New Testament or Old Testament Courses.

[1] Ashland College Catalog, 1927-28, p. 42.

[2] Manchester College Bulletin, April, 1927, p. 63.

(3) Education Department as follows:
Psychology of Childhood
Principles of Teaching
Educational Psychology
Abnormal Psychology
(4) Church History
(5) Rural Sociology
(6) Philosophy

(3) Major in Religious Education at North Central College [1]

This course is rather flexible, requiring six semester hours in Bible, a minimum of ten semester hours in Religious Education, and eight semester hours selected from the following courses in Education and Psychology:

Educational Psychology
Principles of Teaching
History of Education
Administration of Secondary Education
Psychology of Religion
Genetic Psychology

(4) Major in Religious Education in Transylvania College [2]

Required for Major

	Hours
Religious Education (chosen under the supervision of the head of the department)	18
Old Testament	6
New Testament	6

Prerequisites to Major

Introductory Psychology	3
Introductory Sociology	6

(5) A Suggested Major in Religious Education in Southern College [3]

The following quotation from the April, 1927, Bulletin of Southern College sets forth a suggested major in this school:

A certificate in Religious Education will be awarded by the General Sunday School Board through its department of Leadership Train-

[1] North Central College Bulletin, April, 1927, p. 47.
[2] Transylvania College Bulletin, March, 1927, p. 103.
[3] Bulletin of Southern College, April, 1927, p. 55.

ing in co-operation with the faculty of Southern College for the completion of thirty-six term hours in Bible and Religious Education as follows:

	Term Hours
Bible	9
Theory and Principles of Religious Education	9
The Organization and Administration of R. E.	3
The Religious Education of Children	3
Or,	
The Religious Training of Young People	3
The Program of the Christian Religion	3
Methods of Teaching Religion	3

Six hours to be elected from the following:

Bible
The Expansion of Christianity
Comparative Religion

A further quotation suggests:

It is suggested that students who desire to major in Religious Education fulfill these requirements which will be accepted as their major and will entitle them to be graduated with the certificate of Religious Education in addition to their Bachelor's Degree.[1]

Major Towards an A. B. in Religious Education Exclusively. Fourteen schools provide a major in Religious Education alone. In the main, they provide for quite a bit of flexibility. These requirements are here given.

In one college the major requirements is five courses in Religious Education totaling thirty semester hours.

In another the requirement is twenty-one semester hours which must include a course entitled Recent Movements in Moral and Religious Education and at least nine semester hours from the "C group"—i. e., nine semester hours from the more advanced courses.

Another requires eighteen semester hours for a major in Religious Education, which must include the following:

	Hours
Introduction to Moral and Religious Education	3
The Church School	3
The Curriculum of Religious Education	3

[1] Bulletin of Southern College, April, 1927, p. 55.

The remaining eleven schools require a certain number of semester hours each, which are to be elected by the student, or chosen under the supervision of the head of the department. Four of these require twenty-four semester hours each, in Religious Education for a major; two require eighteen semester hours; one, twenty-two hours; one, twenty-four to forty hours; one, from twenty-one to twenty-six hours; one, from twenty to thirty-six hours; the other, eight semester hours.

Major in Religious Education Towards the B. S. Degree, or B. S. in Education. Twenty-one schools permit a major in Religious Education alone, or in Religious Education including other subjects towards the B. S. degree. Three schools allow a major towards the B. S. in Education. All these provide for a major towards the A. B. degree also. The B. S., or B. S. in Education major in every school is the same as for the B. A., the student desiring to do so being permitted to major toward these degrees. This being the case, they would seem to need no further treatment here.

Major Towards Ph. B. Five schools provide for a major in the field of Religious Education towards the Ph. B. In one of these the Ph. B. degree is identical with the B. A. except for the classical requirement. In another the Ph. B. is a general degree, the student being able to major in any field. In two schools the curricula are divided into three groups: (1) The language group, (2) the social science group, and (3) the science and mathematics group. The B. A. is given for a major in the first group in these schools, the Ph. B. for a major in the second, and the B. S. for a major in the third. Religion and Religious Education are placed in the second group.

In Whitworth College the Ph. B. is designed specifically for the student preparing for religious or religious educational work. The following quotation from the Whitworth bulletin is significant:

> There is a growing demand for trained workers in Christian service, such as missionary work, pastors' assistants, supervisors of young

people's activities, and directors of religious education. To meet this need Whitworth College is offering a full college course leading to the degree of Bachelor of Philosophy.[1]

The following is the outline of the curriculum:

	Hours
English	6
Public Speaking	4
Foreign Language	14
History	4
Laboratory Science	8
Sociology	6
Economics	6
Philosophy	2
Education	2
Psychology	3
Bible and Christian Service	30
Electives	48
Total	133

Major in Religious Education Towards Bachelor of Education. One school, Texas Christian University, permits a major in Religious Education towards the Bachelor of Education degree. This major, so far as Religious Education is concerned, is identical with the major towards an A. B. degree in this school.

College Degrees in Religious Education and Religion. There is a tendency that is quite marked in present-day higher education in America to create newer degrees intended to be descriptive of the type of specialization they represent. This tendency is beginning to be found in the fields of Religious Education and Religion. The B. S. in Religious Education, B. A. in Religious Education, Bachelor of Religious Education (B. R. E.), Bachelor of Theology (Th. B.), Bachelor of Religion (B. R.), and Bachelor of Sacred Literature (B. S. L.), are being given as college degrees permitting a religious or religious educational specialization.

Bachelor of Arts in Religious Education. Two colleges were found among the number giving the Bachelor of Arts

[1] Bulletin of Whitworth College, August, 1927, p. 34.

in Religious Education, Baldwin-Wallace College and Oklahoma Baptist University.

The following interesting statement is taken from the Baldwin-Wallace Bulletin:

The course outlined below is designed primarily for students who are preparing to teach in week-day schools of religion or engage in any form of the work of religious education. It includes, besides the regular college requirements, courses in Religious Education, in Bible study and the Christian conception of life. It leads to the A. B. degree in Religious Education.[1]

The course as outlined follows:

	Hours
Freshman Year	
Orientation Course	1
English	6
Language	6 or 8
Science or Mathematics	8
Bible	2
History	6
Physical Education	2
Total	33
Sophomore Year	
English	4
Psychology and Philosophy	6
Language	6
Science	8
Public Speaking	4
Bible	4
Physical Education	2
Total	34
Junior Year	
Sociology	6
Education	6
Bible	8
Teachings of Christianity	4
Religious Education	6
Total	30

[1] Baldwin-Wallace College Bulletin, March, 1927, p. 43.

Senior Year	Hours
Philosophy of Religion	3
Psychology of Religion	2
Philosophy	3
N. T. Study	4
Religious Education	11
Elective	8
Total	31

The course in Oklahoma Baptist University[1] is as follows:

	Hours
English	12
Modern Language	20
Natural Science	20
Mathematics	6
Bible	3
Sociology	9
Psychology	6
Education	6
Religious Education	24
Christianity	16
Expression or Public Speaking	6
Total	128

Bachelor of Science in Religious Education. Evansville College offers a course leading to the degree of B. S. in Religious Education.[2] The outline of the course follows:

Freshman Year	Hours
English	6
Education	8
Public Speaking	4
Bible	10
Sociology (College Introduction)	1
Physical Education	4
Total	33

[1] Bulletin of Oklahoma Baptist University, May, 1927, p. 42.
[2] Evansville College Bulletin, April, 1927, pp. 101, 102.

Sophomore Year	Hours
Literature of History	6
Public Speaking	4
Zoology	10
Religious Education	10
Physical Education	4
Total	34

Junior Year	Hours
Sociology	10
Philosophy	10
Elective	10
Total	30

Senior Year	
Philosophy	10
History and Sociology	10
Practice Seminar	4
Elective	6
Total	30

Bachelor of Religious Education. If the School of Religious Education of Boston University be considered of collegiate grade, two schools are among the number which give the B. R. E. as a college degree—Boston University, School of Religious Education, and John B. Stetson University.

With reference to its Bachelor of Religious Education degree, a bulletin of Boston University, School of Religious Education, has the following to say:

> After a very careful analysis of the baccalaureate degrees in the standard colleges of America, the faculty of this school has adopted standards for a baccalaureate which fully meet the historical and cultural requirements of the Bachelor of Arts degree and at the same time provides that insight into religion and social science which will be required of those who are to be leaders in the church work of the future. Just as the Bachelor of Science degree provides the essential liberal cultural courses with a group of rich courses in physical and biological sciences, so the Bachelor of Religious Edu-

cation and Bachelor of Social Science degrees provide all the essentials of the historic baccalaureate plus an introduction to the fields of religion and social science, which will furnish rich background for graduate work in these fields.[1]

The following are the requirements for the B. R. E. degree at Boston University:

Subjects	Hours
English	12
Public Speaking	2
Science	6
Philosophy	8
Psychology	6
Bible	14
Foreign Language	6 to 12
Fine Arts	4
Social Science	12
Religious Education	8
Vocational Major	18
Electives	16 to 24
Total	126

John B. Stetson[2] grants the B. R. E. degree upon the completion of the following course of study:

English	3	Majors*
History	3	"
Education	2	"
Public Speaking	3	"
Bible and Religious Education	9	"
Electives	16	"
Total	36	"

* A major is equal to five hours per week for three months.

Bachelor of Theology as a College Degree—Six colleges give the Bachelor of Theology (Th. B.) as a college degree, or as a theological-college degree. They are:

Bethany-Peniel College
Eastern Nazarene College
Huntington College

[1] Collegiate and Professional Training for Christian Leadership, Boston University, School of Religious Education, Bulletin, June, 1927, p. 17.

[2] John B. Stetson University Bulletin, April, 1927, p. 46.

Marion College
Northwest Nazarene College
Pasadena College

In both Bethany-Peniel College and Pasadena College the courses leading to A. B., B. S. and Th. B. differ only as to majors and minors, the major being chosen in the field of Religion or Religious Education for the Th. B.; the minor may or may not be.

At Pasadena College[1] the following seventy-two hours are required for all candidates for either the B. A., B. S. or Th. B.

	Hours
English	12
Mathematics	6
History and Economics	12
Foreign Language	12
Science	10
Sociology and Education	6
Philosophy	6
Bible	8
Total	72

In addition, the student is required to complete twenty-four hours in a major field and twenty-four hours of free electives. The choice of the major determines the degree. For the Th. B. three groups are arranged as major fields as follows:

Pastoral Service
Missionary Service
Religious Education

At Eastern Nazarene College and Northwest Nazarene College the same general plan is followed.

At Huntington College and at Marion College specific courses are prescribed for the degree, no major system being provided. However, at both these schools the theological element and preparation for the ministry is paramount.

[1] Pasadena College Bulletin, 1927-28, pp. 12, 13.

The Bachelor of Religion as a College Degree. At the University of Southern California students having junior college standing in the College of Liberal Arts may enter the School of Religion, and by taking their junior and senior years there receive the Bachelor of Religion (B. R.) degree. This course is rather flexible, being very largely elective.

Bachlor of Sacred Literature. Drake and Butler Universities offer, in their colleges of the Bible, four-year undergraduate courses leading to the degree of Bachelor of Sacred Literature (B. S. L.).

The following are the requirements for the degree of B. S. L. at Drake University:[1]

	Hours
English	6
A Laboratory Science	10
Psychology and Philosophy	6
History of Religion	8
Religious Education	12
New Testament	12
Old Testament	12
Practical Theology	10
*Foreign Language	24
Electives	30
Physical Education	4
Total	134

*The foreign language requirement is determined by the units taken in this field in high school. Each unit presented for admission from the high school cancels six semester hours of the foreign language requirement. If four units are presented upon admission, no foreign language is required.

[1] Drake University Record—The College of the Bible—April, 1927, p. 10.

The requirements at Butler University[1] for the B. S. L. are as follows:

	Hours
Old Testament	15
New Testament	15
Church History	10
Christian Doctrine	12
*Practical Theology	18
English	10
History, Political Science, Economics	10
Philosophy	10
Sociology	10
Physical Science	10
Total	120

* Practical Theology is divided into three sub-departments, one of which is Religious Education.

Summary. Attention has been called to the major as the most common means of crediting courses in Religious Education. Two types of degrees have been noted: (1) The non-religious or non-religious-educational, and (2) the degree which represents a religious or religious-educational specialization. The B. A. degree has been found to be the most commonly accepted degree of the first type. While the great majority of the schools provide for a combined major of Religious Education with Religion and other courses, eighteen schools, which provide for a major in Religious Education toward the general degrees, provide for a major in Religious Education alone. In one school the Ph. B. is given only to students majoring in the field of Religion or Religious Education. Six degrees of a religious or religious-educational nature were found as follows:

Bachelor of Science in Religious Education
Bachelor of Arts in Religious Education
Bachelor of Religious Education
Bachelor of Religion
Bachelor of Theology
Bachelor of Sacred Literature

[1] Butler University Bulletin—The College of Religion, August, 1927, pp. 49, 50.

CHAPTER VI

DENOMINATIONAL GROUPS

Introductory Statement. All the twenty-nine denominations studied, except two, or possibly three, have one or more colleges offering credit courses in Religious Education. Quite naturally, denominational groups with such varied traditions, methods of work, and progressive or conservative tendencies as those of our study, have not all entered the field with the same rapidity or zest. In our study, however, no effort has been made to determine the reasons why the different denominations have or have not been interested in Religious Education, but rather the extent to which their colleges have entered the field or are considering entering it. This would necessitate a theological discussion altogether out of harmony with this treatise. Appendix A gives the number of courses and semester hours offered in the various colleges for all the denominations studied. A careful examination of this Appendix should be profitable in this connection.

Denominational Distribution. All the denominations which have colleges, save two, have at least one college offering courses in Religious Education. These two are the Christian Reformed and the Reformed Church in America. One denomination, the Advent Christian, has one college which offers one course, but it was not possible to determine the credit given. The colleges of seven other denominations average less than five semester hours per college. These are:

Church of the Nazarene
Congregational
Free Methodist
Presbyterian, U. S.
Protestant Episcopal
United Presbyterian
Wesleyan Methodist

With the exception of the Congregational, no one of the seven has a college offering more than eight semester hours.

Five other denominations average less than eight semester hours per college and have no colleges, Class B or above. These are:

Evangelical
Evangelical Synod of North America
Friends
Methodist Protestant
Seventh Day Baptists

The fifteen remaining denominations have at least one Class B college each, and average above six semester hours per college. These are:

Baptist, Northern
Baptist, Southern
Brethren
Church of the Brethren
Christian
Cumberland Presbyterian
Disciples
Methodist Episcopal
Methodist Episcopal, South
Presbyterian, U. S. A.
Reformed Church in the U. S.
United Lutheran
United Brethren
United Brethren (Old Constitution)

Size of Denominations. It is a well-known fact that the denominations differ greatly as to size and so as to number of colleges. Five of the denominations have only one college each, while the denomination having the largest number affiliated with it has forty-five. It is obvious that in a statistical study of the nature of this, that in a denomination having only one college, as goes the one college so goes the denomination, while one among forty-five means very little. We have, therefore, divided the denominations into three groups according to

number of colleges controlled by or affiliated with them. In the first group have been placed those having ten or more colleges; in the second, those having from five to nine colleges, and, in the third, those having less than five.

Denominations With Ten or More Colleges. Nine denominations have ten or more colleges. All these denominations have colleges offering courses in Religious Education. All save three, Northern Baptist, Congregational and Presbyterian, U. S., have at least one Class A college. The Presbyterian, U. S., has no college above Class C. Table No. 11 indicates the status of Religious Education in the colleges of

TABLE NO. 11—STATUS OF RELIGIOUS EDUCATION IN COLLEGES OF DENOMINATIONS HAVING TEN OR MORE COLLEGES

Name of Denomination	No. of Colleges	Class E Colleges	Class D Colleges	Class C Colleges	Class B Colleges	Class A Colleges	Average Number Semester Hours
Baptist, Northern	23	2	6	12	3	..	8.52
Baptist, Southern	31	6	11	10	2	2	6.93
Congregational	18	8	4	5	1	..	3.9
Disciples	14	..	1	..	8	5	22.57
Methodist Episcopal	42	5	5	13	15	4	17.06
Methodist Episcopal, South	27	1	1	11	11	2	15.11
Presbyterian, U. S. A.	*44	9	10	20	3	2	6.86
Presbyterian, U. S.	18	7	7	4	..	..	2.5
United Lutheran	*11	4	2	3	1	1	9

Reading from left to right, the first numerical column gives the number of colleges belonging to each denomination; the second to the sixth columns the number of the various classes of colleges belonging to each denomination, and the last the average number of semester hours per college offered in Religious Education.

* Note—It was not possible to determine the credit given in one Presbyterian, U. S. A., College, and one United Lutheran College. They were omitted from the tabulation.

these denominations. The table shows the number of colleges, the number of each class and the average number of semester hours offered in Religious Education for each denomination.

Among the schools of Northern Baptists, no Class A colleges are to be found. There are only three Class B schools. On the other hand, there are only two colleges of Class E, the University of Chicago and the University of Rochester. Affiliated with each of these schools is a graduate theological seminary in which courses in Religious Education are offered, but no courses are offered in the colleges of arts and sciences.

Six Southern Baptist Colleges are in Class E. Fourteen others offer only one or two courses. These are almost invariably courses in Sunday School and B. Y. P. U. work. Two schools are in Class B and two in Class A.

Eight of the eighteen Congregational colleges are in Class E. Of the ten remaining only two offer ten or more semester hours. Doane College offers eight courses totaling twenty semester hours, and Northland College offers three courses totaling twelve semester hours. The average number of semester hours per school is 3.9.

The denominations of this class or group are led by the Disciples, the fourteen colleges affiliated with this denomination offering an average of 22.57 semester hours in Religious Education. All of its colleges offer courses in Religious Education. Only one school offers less than fifteen semester hours, while five schools are in Class A.

The Methodist Episcopal Church comes next, the forty-two Methodist Episcopal colleges offering an average of 17.06 semester hours each. The total number of courses or semester hours of this denomination, however, are greatly augmented by two outstanding institutions—Boston University, in which fifty-nine courses, open to undergraduates, totaling one hundred forty-eight semester hours, are offered, and Northwestern University, which offers twenty-six courses open to undergraduates, totaling seventy-four semester hours. Five schools of this denomination offer no courses at all, and eighteen schools offer less than fifteen semester hours. It has

only four Class A colleges, but a rather large number of Class B colleges—fifteen.

Only one of the twenty-seven colleges of the Methodist Episcopal Church, South, is in Class E. Thirteen offer courses totaling fifteen or more semester hours each. Two schools are in Class A, the one offering the highest number of semester hours offering forty-one. Of the schools offering less than fifteen semester hours, only one offers as low as four hours, and seven offer from ten to fourteen hours. This denomination ranks third in number of semester hours offered, 15.11.

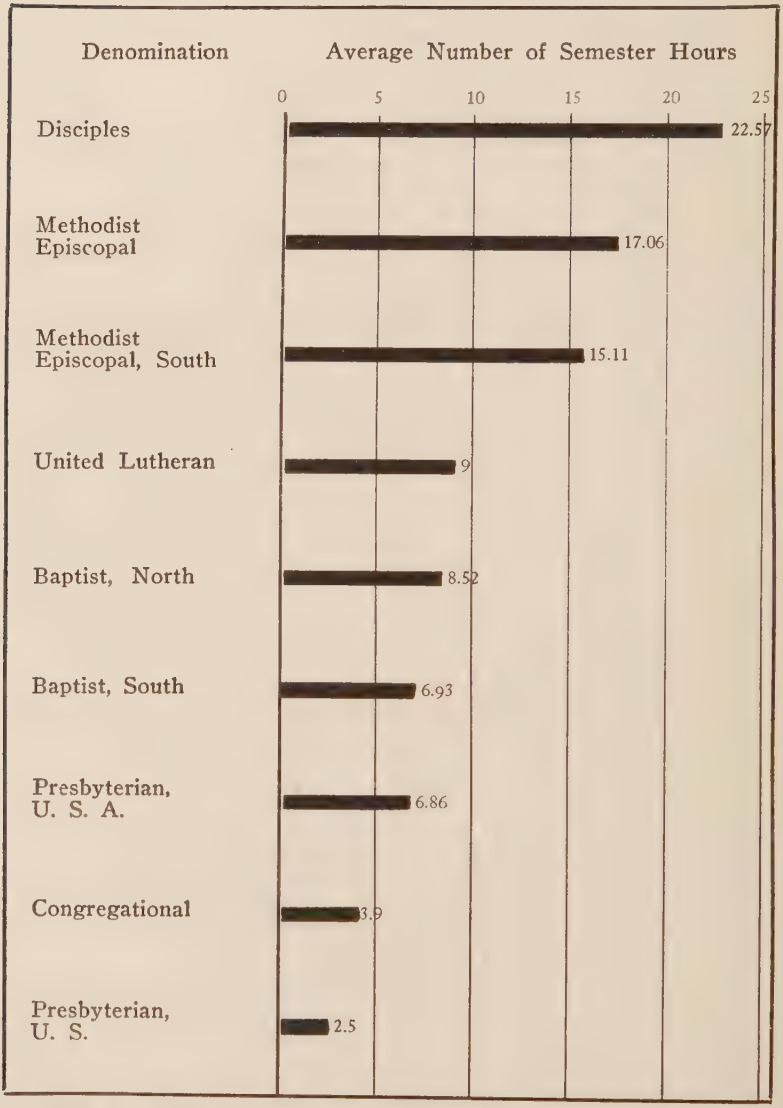
Forty-four of the Presbyterian, U. S. A., colleges average 6.86 semester hours each, offered in Religious Education. It was impossible to obtain the number of semester hours of credit given in one school, which was omitted from the calculation. Nine colleges of this denomination are in Class E. Twenty others offer only one or two courses. Three schools are in Class B, and two in Class A.

The colleges of the Presbyterian, U. S., offer the lowest average number of semester hours per school—2.5. Seven of the colleges of this denomination are in Class E, and the highest number of courses in any school is three, totaling eight semester hours.

The United Lutheran Church ranks fourth if the average number of semester hours offered be the determining factor. However, seventy per cent. of the total number of semester hours offered in the eleven colleges of this denomination are offered in two colleges, Thiel College, which offers ten courses totaling twenty-eight semester hours, and Wittenberg College, which offers fourteen courses totaling forty-two semester hours. Four of the colleges are in Class E.

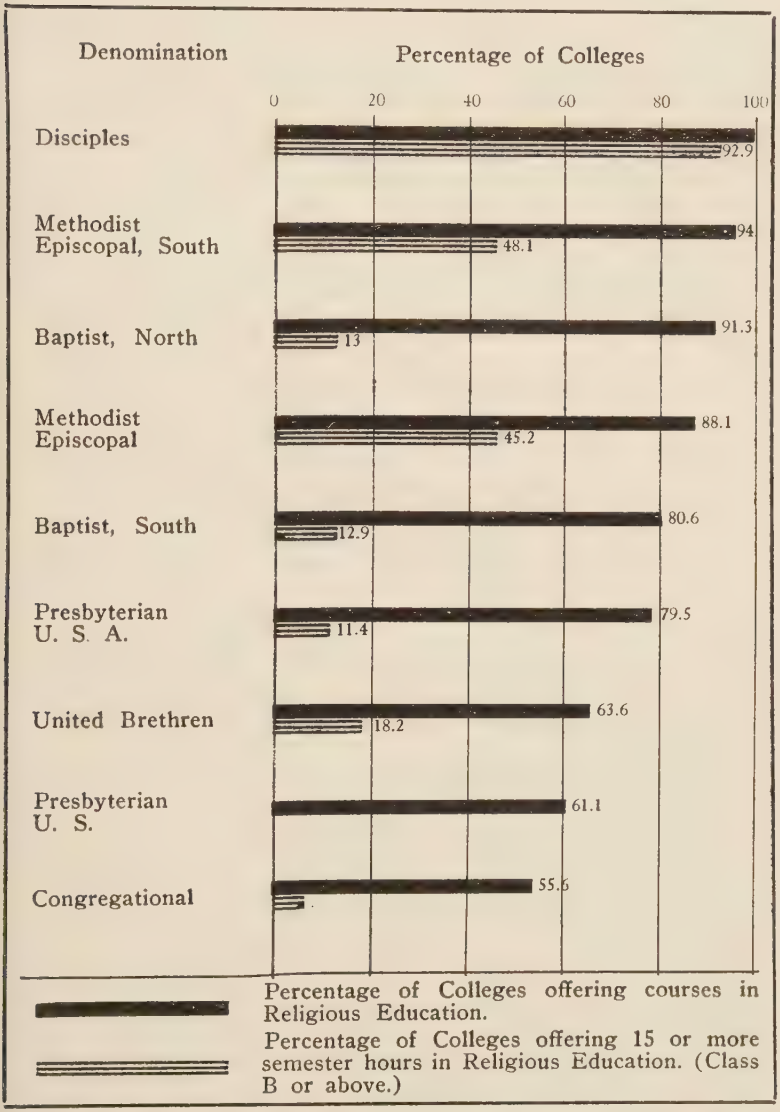
Graph No. 2 on page 80 indicates the rank of the denominations upon the basis of average number of semester hours. Graph No. 3 on page 81 shows the ranking of these denominations according to percentage of colleges offering courses in Religious Education and percentage of colleges belonging to Class B or above.

GRAPH NO. 2—DENOMINATIONS HAVING 10 OR MORE COLLEGES. RANKED ON THE BASIS OF SEMESTER HOURS OFFERED IN RELIGIOUS EDUCATION



The average number of semester hours for each denomination are given at the right.

GRAPH NO. 3—DENOMINATIONS HAVING 10 OR MORE COLLEGES. RANKED ON THE BASES OF: (1) PERCENTAGE OF COLLEGES OFFERING COURSES, (2) THE % OFFERING 15 OR MORE SEMESTER HOURS



The percentages for each denomination are given at the right. One hundred per cent is indicated by the line thus marked at the extreme right.

Denominations Having From Five to Nine Colleges—Seven denominations come in the second group, i. e., they have from five to nine colleges each. Only three of these denominations have colleges of Class B or above, and one of the three has no Class A college. One denomination of this group, the Protestant Episcopal, has no school above Class D, and only one D class college.

Table No. 12 indicates the status of Religious Education in these denominations. The table shows the number of colleges, classes of colleges and average number of semester hours offered in Religious Education for each denomination.

TABLE NO. 12—STATUS OF RELIGIOUS EDUCATION IN COLLEGES OF DENOMINATIONS HAVING FROM FIVE TO NINE COLLEGES EACH

Name of Denomination	No. of Colleges	Class E Colleges	Class D Colleges	Class C Colleges	Class B Colleges	Class A Colleges	Average Number Semester Hours
Church of the Brethren.....	7	..	2	2	3	..	11.71
Church of the Nazarene	5	..	4	1	..	..	4.5
Friends	9	2	2	4	..	..	6.44
Protestant Episcopal	5	4	1	..	..	..	0.4
Reformed Church in U. S.	7	3	2	..	1	1	9.42
United Brethren	6	1	2	1	2	1	7.5
United Presbyterians	5	..	4	1	..	..	3.8

Reading from left to right, the first numerical column gives the number of colleges belonging to each denomination; the second to the sixth columns the number of the various classes of colleges belonging to each denomination, and the last the average number of semester hours per college offered in Religious Education.

Two colleges of the Friends are in Class E. One offers fifteen semester hours, another fourteen. The five remaining offer less than ten.

Four of the five colleges of the Protestant Episcopal Church offer no courses. The other offers only one course totaling two semester hours.

The Reformed Church, U. S., has one Class A and one Class B college. Three schools are in Class E. The average number of semester hours in this denomination is greatly increased by two schools, eighty-eight per cent. of the semester hours in Religious Education being found in two colleges, and sixty-five per cent. in one college.

Two United Brethren colleges are in Class B. Three of the remainder offer less than fifteen semester hours each. One is in Class E.

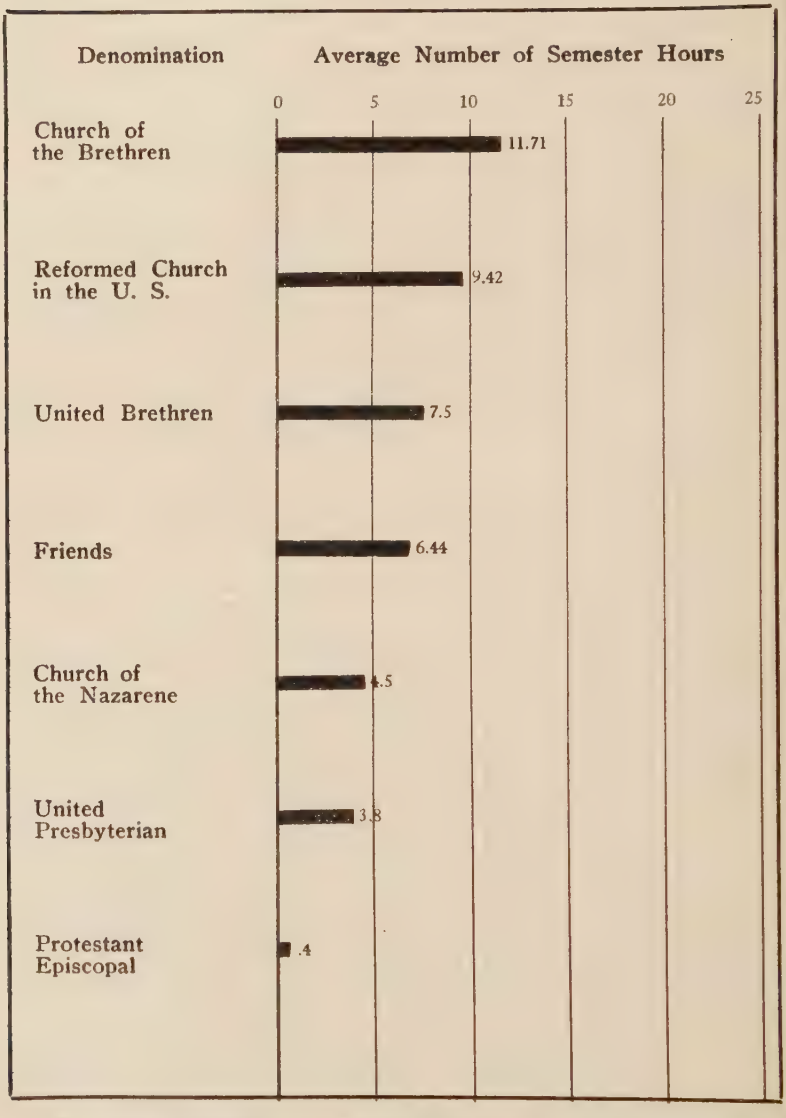
All the colleges of the United Presbyterian Church offer at least one course; but all offer only a very little, no school offering more than six semester hours.

Graph No. 4 on page 84 indicates the ranking of these denominations on the basis of average number of semester hours offered in Religious Education per college. Graph No. 5 on page 85 shows the ranking of these denominations according to percentage of the colleges in each denomination which offer courses in Religious Education and percentage of the total number of colleges which belong to Class B or above, i. e., offer fifteen or more semester hours.

While all the colleges of the Church of the Nazarene offer at least one course, three of the five offer no more. One offers two courses, and the other four courses totaling ten semester hours.

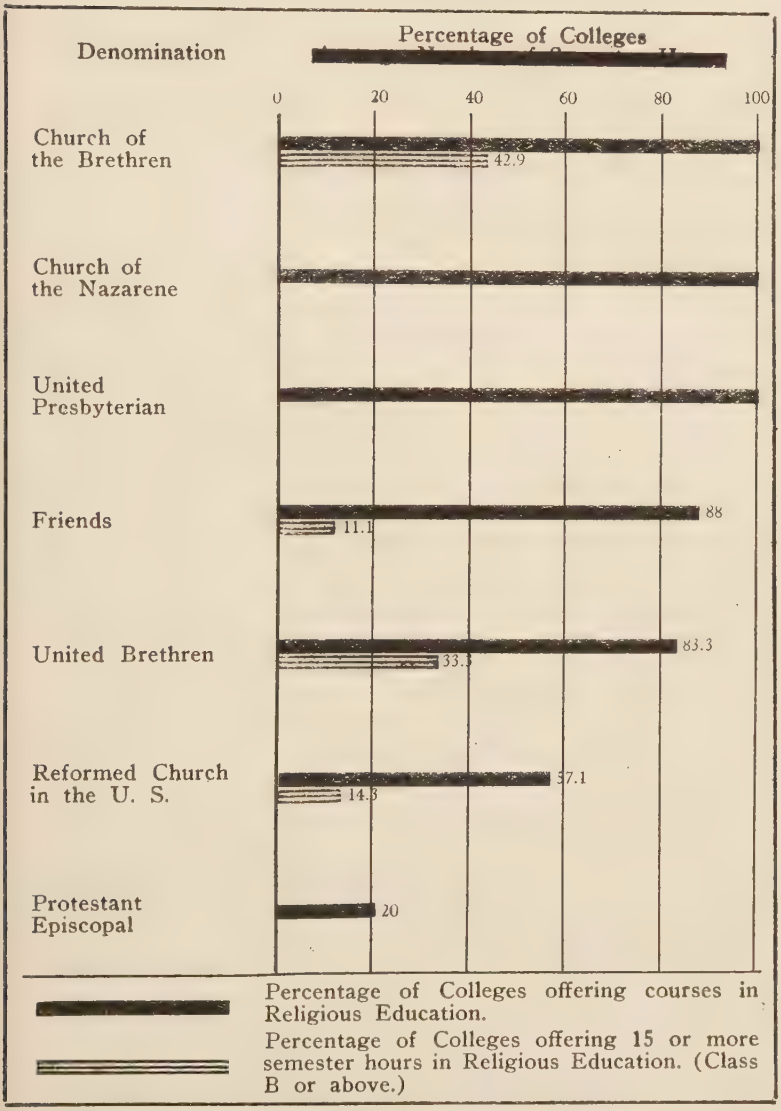
All the colleges of the Church of the Brethren offer at least one course in Religious Education. Though there are no Class A colleges in this denomination, three schools are in Class B.

GRAPH NO. 4—DENOMINATIONS HAVING FROM 5 TO 9 COLLEGES. RANKED ON THE BASIS OF SEMESTER HOURS OFFERED IN RELIGIOUS EDUCATION



The average number of semester hours for each denomination is given at the right.

GRAPH NO. 5—DENOMINATIONS HAVING 5 TO 9 COLLEGES. RANKED ON THE BASES OF: (1) PERCENTAGE OF COLLEGES OFFERING COURSES, (2) THE % OFFERING 15 OR MORE SEMESTER HOURS



The percentages for each denomination are given at the right. One hundred per cent is indicated by the line thus marked at the extreme right.

Denominations Having Less Than Five Colleges. Thirteen denominations have less than five colleges each. Table No. 13 shows the status of Religious Education in the colleges of these denominations.

TABLE NO. 13—STATUS OF RELIGIOUS EDUCATION IN COLLEGES OF DENOMINATIONS HAVING LESS THAN FIVE COLLEGES EACH

Name of Denomination	No. of Colleges	Class E Colleges	Class D Colleges	Class C Colleges	Class B Colleges	Class A Colleges	Average Number Semester Hours
Advent Christian	* 1	..	..	..	..	..	..
Brethren	1	..	..	..	1	..	21
Christian	2	..	..	..	1	1	42
Christian Reformed	1	1	..	..	..	..	..
Cumberland Presbyterian	1	..	..	..	1	..	15
Evangelical	4	1	1	2	..	..	7.75
Evangelical Synod of N. A.	1	..	..	1	..	..	6
Free Methodist	2	..	2	..	..	..	2
Methodist Protestant	**2	..	1	1	..	..	5
Reformed Church in A.	2	2	..	..	..	..	..
Seventh Day Baptists	3	1	..	2	..	..	5.66
United Brethren (Old Constit'n)	1	..	..	..	1	..	27
Wesleyan Methodist	3	2	1	..	..	..	1

Reading from left to right, the first numerical column gives the number of colleges belonging to each denomination; the second to the sixth columns the number of the various classes of colleges belonging to each denomination, and the last the average number of semester hours per college offered in Religious Education.

* Note—Aurora, the Advent Christian College, offers one course, but it was not possible to ascertain whether credit was given for it.

** Note—One Methodist Protestant school is in the process of organizing a department. It was not possible to determine the amount of Religious Education given this year. It was omitted from the tabulation.

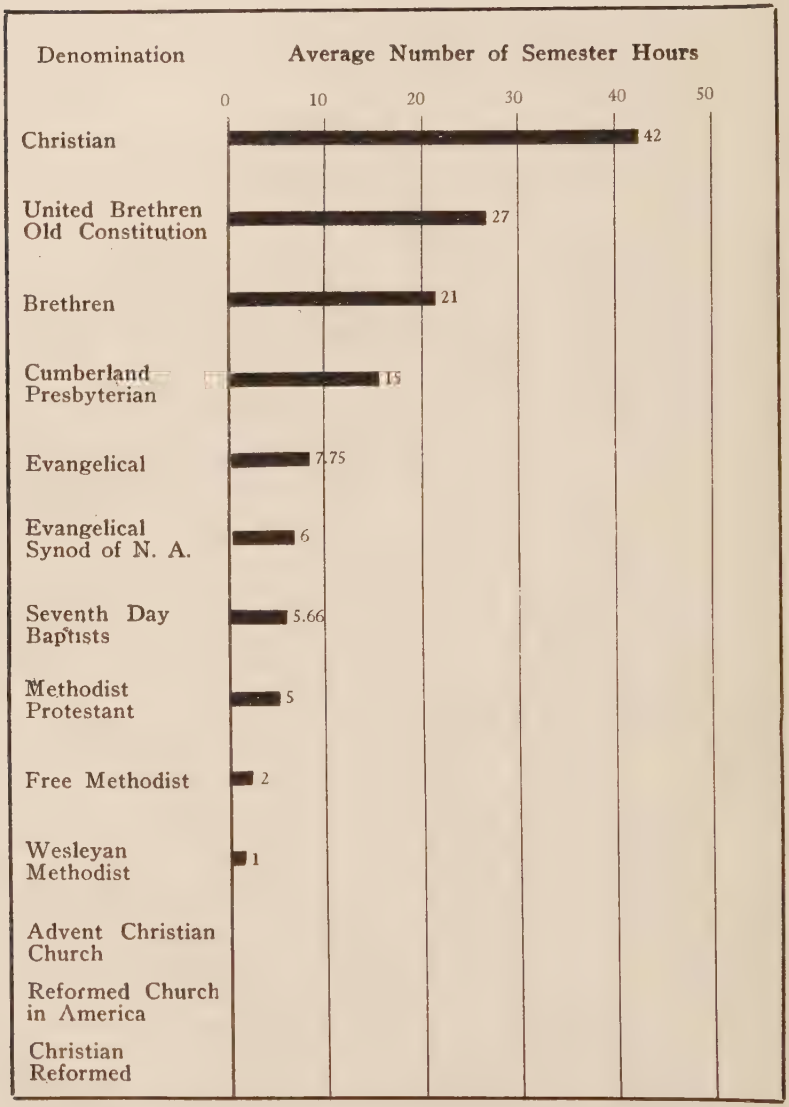
It will be seen that the Christian Church has first place with an average of forty-two semester hours. This very high average is largely due to Elon College, which offers eleven courses totaling sixty-six semester hours. The other school of the denomination offers eighteen semester hours. Two denominations, the Reformed Church in America and the Christian Reformed, are at the lower end of the scale, neither offering any courses in Religious Education.

The colleges of three of the denominations having one college each have fairly strong departments of Religious Education. These are the United Brethren (Old Constitution), Brethren Church and Cumberland Presbyterian.

The Evangelical Church has two colleges offering fourteen and thirteen semester hours each. Another offers only four. The other offers none. The one college of the Evangelical Synod of N. A. offers two courses totaling six semester hours. One of the colleges of the Seventh Day Baptists offers no courses; the other two offer ten, and seven semester hours each. None of the colleges of the Methodist Protestant, Free Methodist or Wesleyan Methodist denominations offers more than six semester hours. One college of the Methodist Protestant denomination, however, is in the process of organizing a department of Religious Education with a director of Religious Education at its head, who, apparently, will give his full time to the work. The department was to be inaugurated in September, 1927, but the college for some reason changed its plans and will not do so until September, 1928.

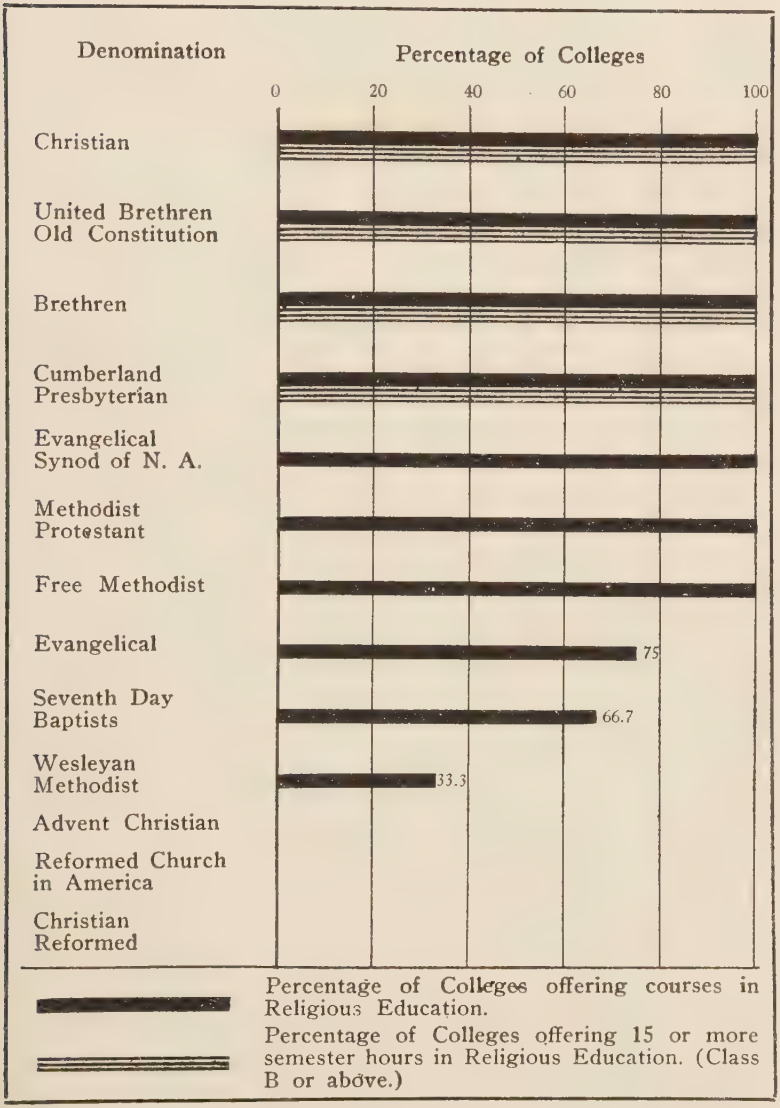
Graph No. 6 on page 88 indicates the ranking of these denominations on the basis of average number of semester hours offered in Religious Education per college. Graph No. 7 on page 89 shows the ranking of these denominations according to the percentage of the colleges in each denomination offering courses in Religious Education and percentage of the total number of colleges which belong to Class B or above, i. e., offer fifteen or more semester hours in Religious Education.

GRAPH NO. 6—DENOMINATIONS HAVING LESS THAN 5 COLLEGES. RANKED ON THE BASIS OF SEMESTER HOURS OFFERED IN RELIGIOUS EDUCATION



The average number of semester hours for each denomination is given at the right.

GRAPH NO. 7—DENOMINATIONS HAVING LESS THAN 5 COLLEGES. RANKED ON THE BASES OF: (1) PERCENTAGE OF COLLEGES OFFERING COURSES, (2) THE % OFFERING 15 OR MORE SEMESTER HOURS



The percentages for each denomination are given at the right. One hundred per cent is indicated by the line thus marked at the extreme right.

Summary. In this chapter a study has been made of the colleges according to denominational affiliation. The denominations have been divided into three classes on the basis of number of colleges controlled by or affiliated with them, those having ten or more colleges being grouped together in one group, those having from five to nine in another, and those having less than five in still another group. The denominations in each of the three groups have been ranked on three bases—average number of semester hours per college, percentage of the total number of colleges offering courses, and the percentage of the colleges of Class A or above. All the denominations except two have been found to have at least one college offering courses. However, thirteen denominations, or 44.8%, do not have a college of Class B or above, i. e., a college offering fifteen or more semester hours in Religious Education. For the most part, these are the smaller denominations, or those having the fewer colleges. Nine of them falling within the last grouping, i. e., they have less than five colleges, four of them within the second grouping (those having from five to nine colleges), while only one was found among those having ten or more colleges.

Nine of the denominations, or 31%, were found to have at least one college offering enough courses in the field of Religious Education to make a major of thirty semester hours or more. Sixteen of the denominations, or 55.2%, make possible a minor or a major of fifteen semester hours or more.

CHAPTER VII

GEOGRAPHICAL DISTRIBUTION

Geographical Distribution. The idea is rather prevalent that the Eastern part of the United States is more conservative and bound more closely by tradition, while the West, being itself relatively new, and so having fewer ties to bind it to the past, is more progressive. Inasmuch as the teaching of Religious Education in schools and colleges is quite new, a study of the colleges by sections would seem to be interesting and profitable. We have, therefore, made a study of the schools according to location. This has been considered from three angles or viewpoints: (1) They have been studied according to the boundaries of accrediting agencies or regional associations of colleges; (2) according to a grouping more strictly sectional, and (3) according to states.

According to the Boundaries of Accrediting Agencies or Regional Associations of Colleges. There are five regional associations of colleges functioning in the United States. Four of these are accrediting agencies. The New England Association does not attempt the accrediting of colleges. These associations are largely sectional. They, together with the territory they embrace, are as follows:

New England Association of Colleges and Secondary Schools—

Connecticut	New Hampshire
Maine	Rhode Island
Massachusetts	Vermont

Association of Colleges and Secondary Schools of the Middle States and Maryland—

Delaware	New Jersey
District of Columbia	New York
Maryland	Pennsylvania

North Central Association of Colleges and Secondary Schools—

Arkansas	Missouri
Arizona	Nebraska
Colorado	New Mexico
Illinois	North Dakota
Indiana	Ohio
Iowa	Oklahoma
Kansas	South Dakota
Michigan	West Virginia
Minnesota	Wisconsin
Montana (Eastern Part)	Wyoming

Association of Colleges and Secondary Schools of the Southern States—

Alabama	North Carolina
Florida	South Carolina
Georgia	Tennessee
Kentucky	Texas
Louisiana	Virginia
Mississippi	

North West Association of Colleges and Secondary Schools—

Idaho	Utah
Montana (Western Part)	Washington
Oregon	

Two States, California and Nevada, are not within the boundaries of any of these accrediting agencies or regional associations. These are considered in the other two groupings. It was not possible to secure necessary data with reference to one school each, in the Association of the Middle States and Maryland, North Central and Southern Associations. However, these schools would not materially affect the situation, inasmuch as two of them only offer one course each, and the other, while planning to organize a department,

or perhaps in the process of organizing it, is not at present giving many courses.

Table No. 14 shows the status of colleges of this study within the boundary of each regional association.

TABLE NO. 14—STATUS OF RELIGIOUS EDUCATION IN THE COLLEGES ACCORDING TO REGIONAL ASSOCIATIONS

Regional Association	No. of Colleges	Class E Colleges	Class D Colleges	Class C Colleges	Class B Colleges	Class A Colleges	Average Number Semester Hours
New England	7	2	3	1	..	1	27.4
Middle States and Maryland.	*39	15	9	11	2	1	5.4
North Central	*137	22	33	47	28	8	9.8
Southern	*87	14	21	28	16	7	9.7
Northwestern	15	5	3	3	3	..	6.7

The first column shows the number of colleges of this study in each association; the second, the number of Class E Colleges; the third, the number of Class D Colleges; the fourth the number of Class C Colleges; the fifth, the number of Class B Colleges; the sixth, the number of Class A Colleges; the seventh, the average number of semester hours per college.

* It was not possible to secure information concerning one school in each of these associations.

Within the boundaries of the New England Association of Colleges and Secondary Schools is Boston University, the leading school in the field of Religious Education if number of courses or semester hours be the determining factor. Since there are only seven schools belonging to our study in this Association, Boston markedly affects the whole situation. Save for this school, New England would rank quite low. None of the remaining six schools offers over six semester

hours. Two are in Class E. The average number of semester hours per college is the highest of all the associations, 27.4, if Boston be included. Should it be excluded, it would be the lowest, averaging only 2.7 semester hours per college.

An examination of the preceding table shows that of the thirty-eight colleges within the boundaries of the Association of Colleges and Secondary Schools of the Middle States and Maryland, fifteen, or 39.5%, are in Class E. Only three schools, or 7.9%, are in Class B. In this respect and in average number of semester hours—5.5—this Association is the lowest save New England, apart from Boston.

Of the one hundred thirty-seven colleges of this study within the boundaries of the North Central Association of Colleges and Secondary Schools only twenty-two, or 16.1%, fall in Class E, while thirty-six schools, or 26.3%, are in Class B or above. This Association has the smallest percentage of schools of Class E, though the difference between it and the Southern Association is less than one per cent. This is also true of the percentage of schools offering fifteen semester hours or more. The difference in average number of semester hours is also very little. With reference to the average number of semester hours, it is third with 9.74.

The colleges in this study within the boundaries of the Southern Association differ very little from those of the North Central Association in provision for Religious Education. Fourteen, or 16.9%, of the eighty-seven schools in this Association are in Class E, and twenty-three, or 26.4%, are in Class B or above. In the latter respect this Association leads, though it will be noted it is only 0.1% above the North Central Association.

Five, or 33 1-3%, of the fifteen colleges in the North Western Association are in Class E, and three, or 20%, are in Class B. It will be noted that no school in this Association offers as many as thirty semester hours.

Graph No. 8 on page 96 shows the rank of the colleges according to regional associations on the basis of average number of semester hours offered in Religious Education per

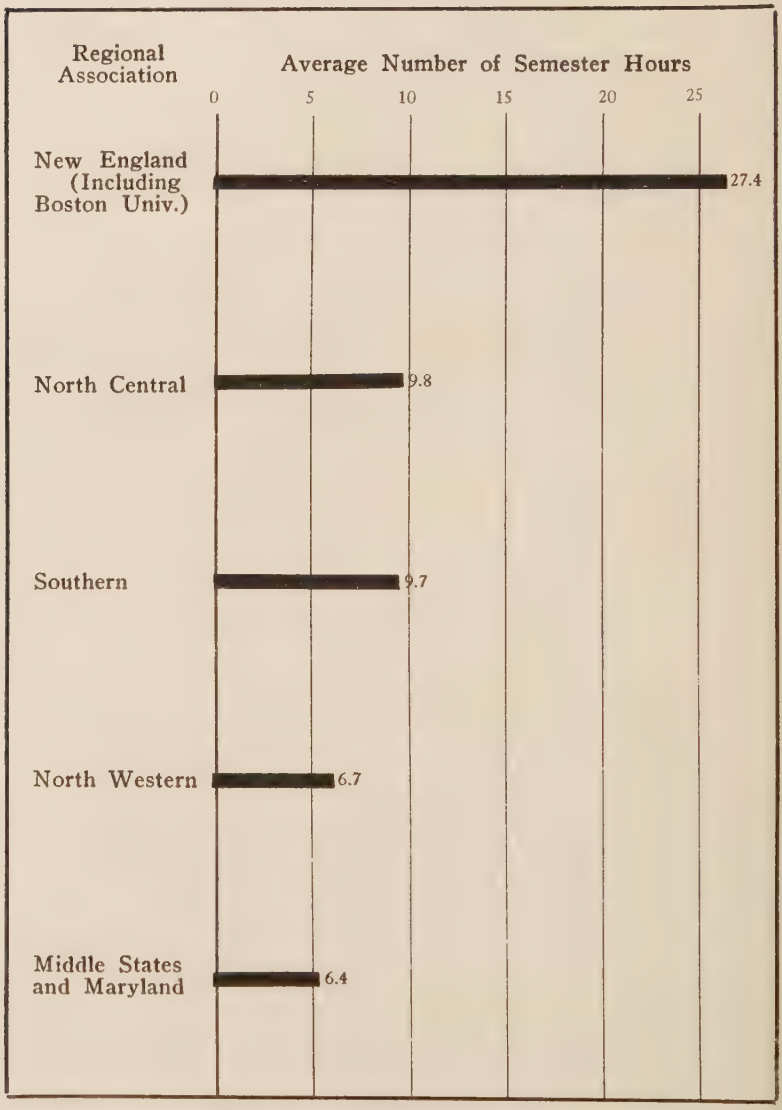
college. Graph No. 9 on page 97 shows the ranking of these colleges according to the percentage of the colleges within the boundaries of each regional association which offer courses in Religious Education, and percentages of the total number of colleges which belong to Class B or above, i. e., offer fifteen or more semester hours in Religious Education.

Distribution More Strictly Sectional. According to most any geographical division of the country into sections, Maryland, Oklahoma, and certainly Arkansas, would be considered Southern states. Two of these, however, belong to the North Central Association of Colleges and Secondary Schools, and one to the Association of the Middle States and Maryland. Then, too, the sparsely settled states of the Rocky Mountains present quite a different situation from those either of the Pacific coast or of the Mississippi valley. It would seem, therefore, to be interesting and profitable to consider the schools according to a more strictly sectional or geographical division. The following divisions are employed:

North Eastern Section
North Central Section
Southern Section
Rocky Mountain Section
Pacific Coast Section

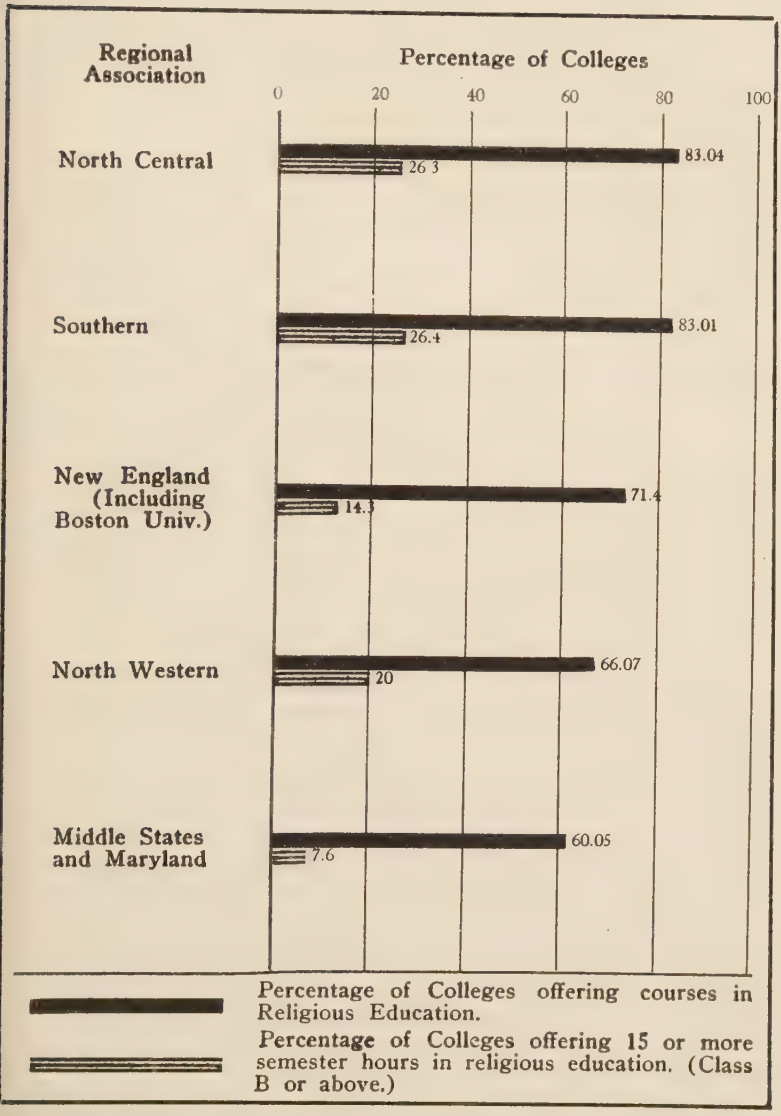
The New England States and those belonging to the Association of Colleges and Secondary Schools of the Middle States and Maryland, except Maryland and the District of Columbia, have been grouped together to comprise the North Eastern Section. Maryland is placed in the Southern Section because of the fact that it is most often considered a Southern state, its northern boundary, the Mason and Dixon's Line, constituting what has often been theoretically cited as the boundary between the North and South. The two schools in the District of Columbia are omitted from this sectional study. Eliminating Arkansas, Oklahoma and the Rocky Mountain States, the North Central Section would comprise the same states as those of the North Central Association of Colleges and Secondary Schools. The two states referred to above would be added to those of the Southern Association of Col-

GRAPH NO. 8—ACCREDITING AGENCIES.
RANKED ON THE BASIS OF SEMESTER HOURS OFFERED
IN RELIGIOUS EDUCATION



The average number of semester hours for the colleges within the boundaries of each accrediting agency are given at the right.

GRAPH NO. 9—ACCREDITING AGENCIES.
RANKED ON THE BASES OF: (1) PERCENTAGE OF COLLEGES OFFERING COURSES, (2) THE % OFFERING 15 OR MORE SEMESTER HOURS



The percentages for the colleges within the boundaries of each accrediting agency are given at the right. One hundred per cent is indicated by the line thus marked at the extreme right.

leges and Secondary Schools to form the Southern Section. The Rocky Mountain Section would be composed of the following states commonly considered the Rocky Mountain States: Montana, Idaho, Wyoming, Nevada, Utah, Colorado, New Mexico and Arizona. The three states bordering on the Pacific coast comprise the Pacific Coast Section.

Table No. 15 indicates the status of Religious Education in colleges of this study according to sections.

TABLE NO. 15—STATUS OF RELIGIOUS EDUCATION IN THE COLLEGES BY SECTIONS

Name of Section	No. of Colleges	Class E Colleges	Class D Colleges	Class C Colleges	Class B Colleges	Class A Colleges	Average Number Semester Hours
North Eastern Section	40	15	12	11	3	2	9.8
North Central Section	123	19	29	43	28	5	9.5
Southern Section	100	18	23	32	16	10	10
Rocky Mountain Section.....	7	3	3	1	..	..	2.9
Pacific Coast Section.....	20	3	2	6	8	1	12.9

The first column indicates the number of colleges of this study in each section; the second, the number of Class E Colleges; the third, the number of Class D Colleges; the fourth, the number of Class C Colleges; the fifth, the number of Class B Colleges; the sixth, the number of Class A Colleges; the seventh, the average number of semester hours per section.

The Pacific Coast Section leads, having the largest percentage of colleges of Class B or above, and the largest average number of semester hours per college. It is interesting to note that nine, or 45%, of the colleges in this section offer fifteen or more semester hours, and that 75% offer five or more.

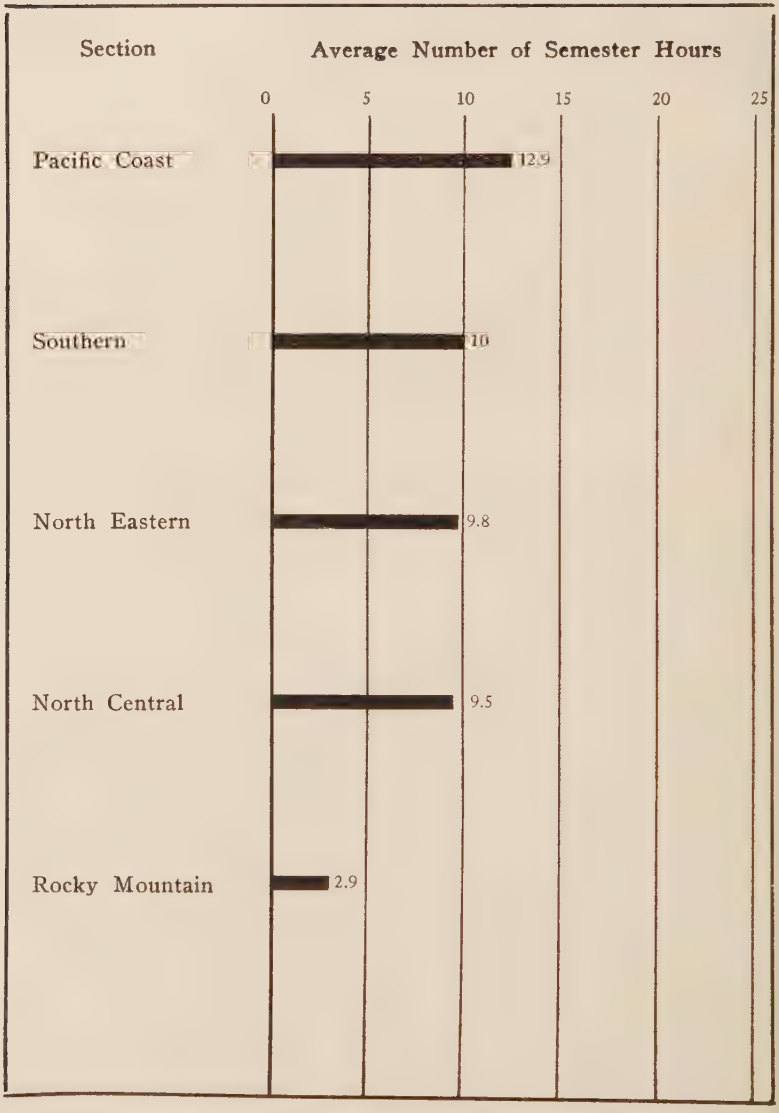
The North Central Section comes next in two respects, in having the next smallest percentage of colleges offering no courses, and the next largest percentage of colleges of Class B or above. The Southern Section leads in having the highest number of Class A Colleges. Ten of the eighteen Class A Colleges and Schools, or 55.6%, are found in this section. It ranks second in average number of semester hours per college.

The section ranking lowest is that of the Rocky Mountains. It has only seven schools which belong to this study. For the most part these are small, with few faculty members, and offering only a few courses.

The North Eastern Section also ranks quite low. Fifteen, or 37.5%, of the forty schools in this section belonging to this study offer no courses, and only four are in Class B or above. The colleges average 9.8 semester hours per college, but 49.2% of the number of semester hours are offered in two of the forty schools.

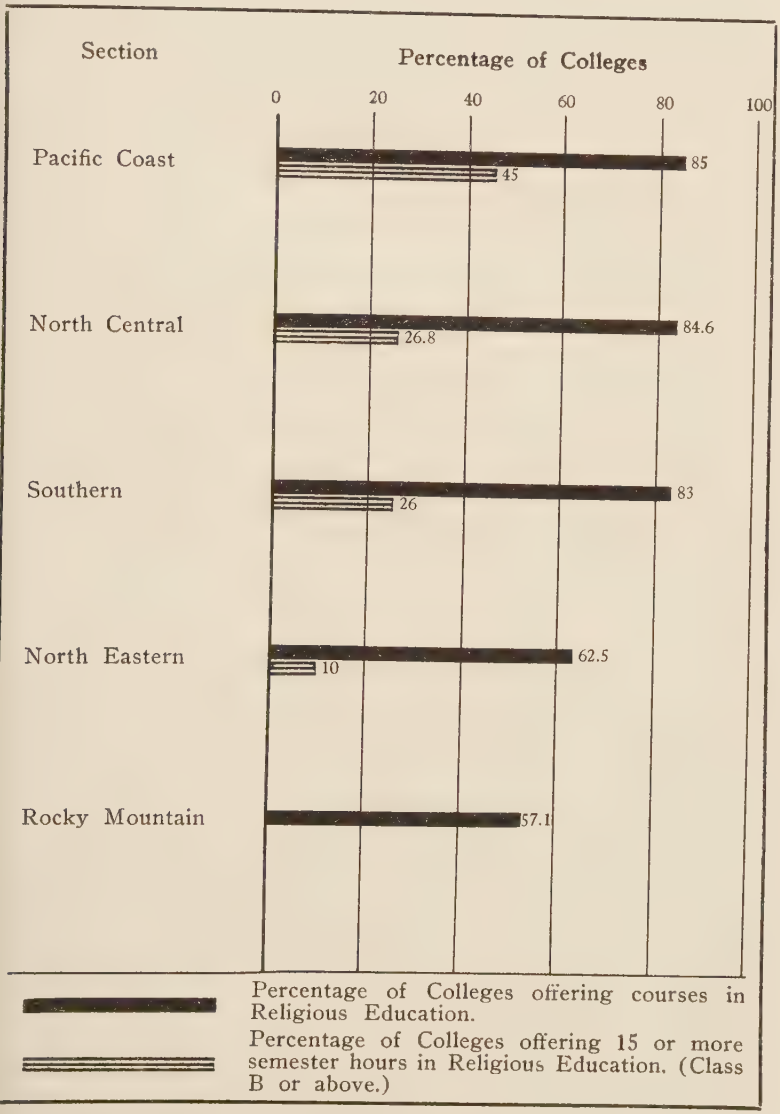
Graph No. 10 on page 100 gives the rank of the sections as determined by average number of semester hours per college. Graph No. 11 on page 101 gives the rank of the sections according to the percentage of the colleges in each denomination offering courses in Religious Education and percentage of the total number of colleges which belong to Class B or above, i. e., offer fifteen or more semester hours in Religious Education.

Graph No. 10—Geographical Sections.
Ranked on the Basis of Semester Hours Offered
in Religious Education



The average number of semester hours for each geographical section is given at the right.

GRAPH NO. 11—GEOGRAPHICAL SECTION. RANKED ON THE BASES OF: (1) PERCENTAGE OF COLLEGES OFFERING COURSES, (2) THE % OFFERING 15 OR MORE SEMESTER HOURS



The percentages for the colleges of each geographical section are given at the right. One hundred per cent is indicated by the line thus marked at the extreme right.

Distribution According to States. Forty states and the District of Columbia have colleges within their boundaries belonging to this study. Table No. 16 gives a list of these

TABLE NO. 16—STATUS OF RELIGIOUS EDUCATION IN COLLEGES BY STATES

Name of State	No. of Colleges	Class E Colleges	Class D Colleges	Class C Colleges	Class B Colleges	Class A Colleges	Total Semester Hours
Alabama	5	..	1	1	3	..	52
Arkansas	6	2	1	2	..	1	67
California	9	..	..	3	5	1	169
Colorado	2	1	1	..	..	..	4
Connecticut	2	2	..	..	..	..	..
Florida	2	..	1	..	..	1	51
Georgia	9	1	1	3	4	..	115
Idaho	3	2	..	1	..	..	8
Illinois	*20	3	6	8	2	1	185
Indiana	11	1	1	3	4	2	160
Iowa	15	4	2	7	1	1	130
Kansas	9	..	2	5	2	..	78
Kentucky	5	1	1	1	1	1	66
Louisiana	2	..	1	..	1	..	27
Maine	2	..	..	2	..	..	12
Maryland	*2	2	..	..	..	..	..
Massachusetts	2	..	1	..	..	1	150
Michigan	7	2	1	3	1	..	49
Minnesota	4	..	1	2	1	..	37
Mississippi	6	1	1	2	2	..	54
Missouri	11	1	5	3	2	..	68
Montana	1	..	1	..	..	..	4
Nebraska	8	2	1	2	3	..	85
New Mexico	1	..	1	..	..	..	4
New York	11	6	1	3	1	..	42
North Carolina	*13	2	4	5	1	1	139
North Dakota	1	..	1	..	..	..	4
Ohio	19	2	4	4	8	1	243
Oklahoma	5	..	1	2	..	2	100
Oregon	6	2	1	2	1	..	33
Pennsylvania	24	7	8	7	1	1	156
Rhode Island	1	..	1	..	..	..	4
South Carolina	12	1	4	7	..	..	69
South Dakota	4	..	..	3	1	..	44
Tennessee	11	3	4	2	2	..	61
Texas	12	3	2	4	..	3	139
Virginia	9	2	2	2	2	1	93
Washington	5	1	1	1	2	..	51
West Virginia	5	2	..	..	3	..	69
Wisconsin	7	3	2	2	..	..	20
District of Columbia	*2	..	1	..	..	..	5

* Note—It was not possible to secure information concerning one school in each of the three States and in the District of Columbia.

states and the status of Religious Education in each. See also Map No. 1 on page 104 for a graphic presentation of the status of Religious Education in colleges according to states. Eight states do not have colleges affiliated with the denominations studied. These are:

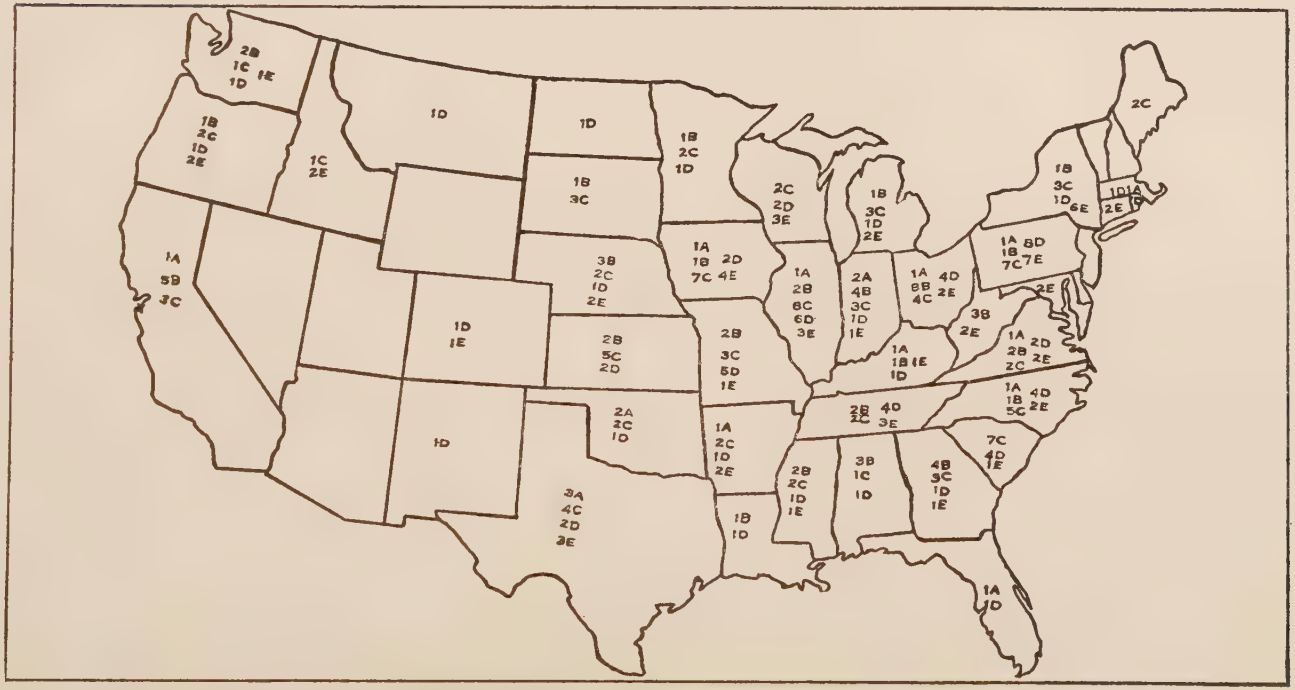
Arizona	Nevada
Delaware	Utah
New Hampshire	Vermont
New Jersey	Wyoming

It may be noted that the colleges of this study in 17 states average ten or more semester hours in Religious Education. These are:

Alabama	Nebraska
Arkansas	North Carolina
California	Ohio
Florida	Oklahoma
Georgia	Texas
Indiana	Virginia
Kentucky	Washington
Louisiana	West Virginia
Massachusetts	

It may be a mere happenstance in many cases that colleges leading in offering courses in Religious Education are located in certain states. For example, there would seem to be no special reason why California and Washington should be in the list of these states averaging ten or more semester hours while Oregon, lying between the two, should fall far below. The same would seem to be true with reference to the three Southern states, Mississippi, Tennessee, and South Carolina which are practically surrounded by states included in the list. However, a few significant things may be noted. (1) With the exception of Washington, no state in the extreme Northern part of the country, or on the Canadian border, is on the list. (2) No Rocky Mountain state is on the list. (3) Only one state in the Northeastern Section is to be included. (4) Two of the three Pacific Coast states are on the list. (5) Ten of the thirteen Southern states are on the list.

MAP NO. 1. THE STATUS OF RELIGIOUS EDUCATION BY STATES



The letters on the map indicate the class of colleges; the figures the number of schools belonging to that class within each state.

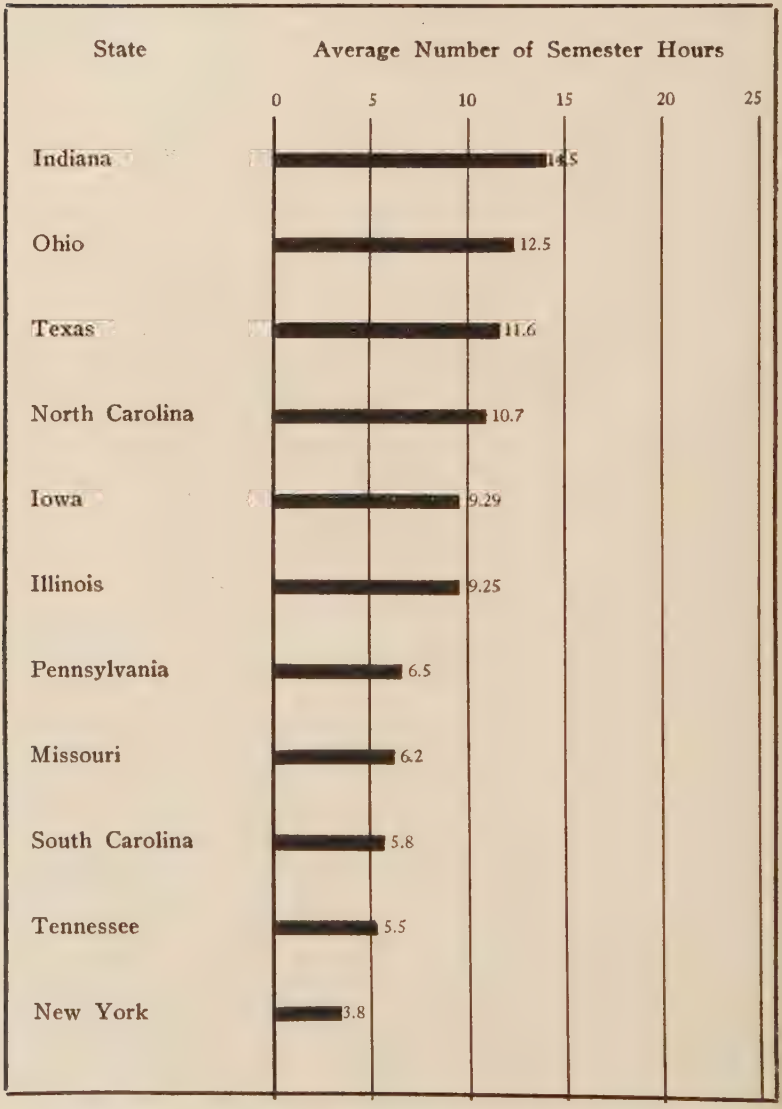
Inasmuch as percentages do not mean the same for states having several colleges as for those having only a few, the states have been divided into three classes: (1) Those having ten or more colleges, (2) those having from five to nine, and (3) those having less than five.

States Having Ten or More Colleges. Eleven states have ten or more colleges belonging to this study. Graph No. 12 on page 106 indicates the rank of states on the basis of the provision the colleges of this study make for Religious Education in these states as indicated by the average number of semester hours per college. Graph No. 13 on page 107 shows the ranking of these states according to the percentage of the colleges in each state offering courses in Religious Education and percentage of the total number of colleges which belong to Class B or above, i. e., those which offer 15 or more semester hours in Religious Education.

States Having From Five to Nine Colleges. Fifteen states have from five to nine colleges belonging to this study. Graph No. 14 on page 108 shows the rank of these states on the basis of the provision the colleges of this study in these states make for Religious Education as indicated by the average number of semester hours per college. Graph No. 15 on page 109 shows the rank of these states according to the percentage of the colleges in each state offering courses in Religious Education and percentage of the total number of colleges which belong to Class B or above, i. e., those which offer 15 or more semester hours in Religious Education.

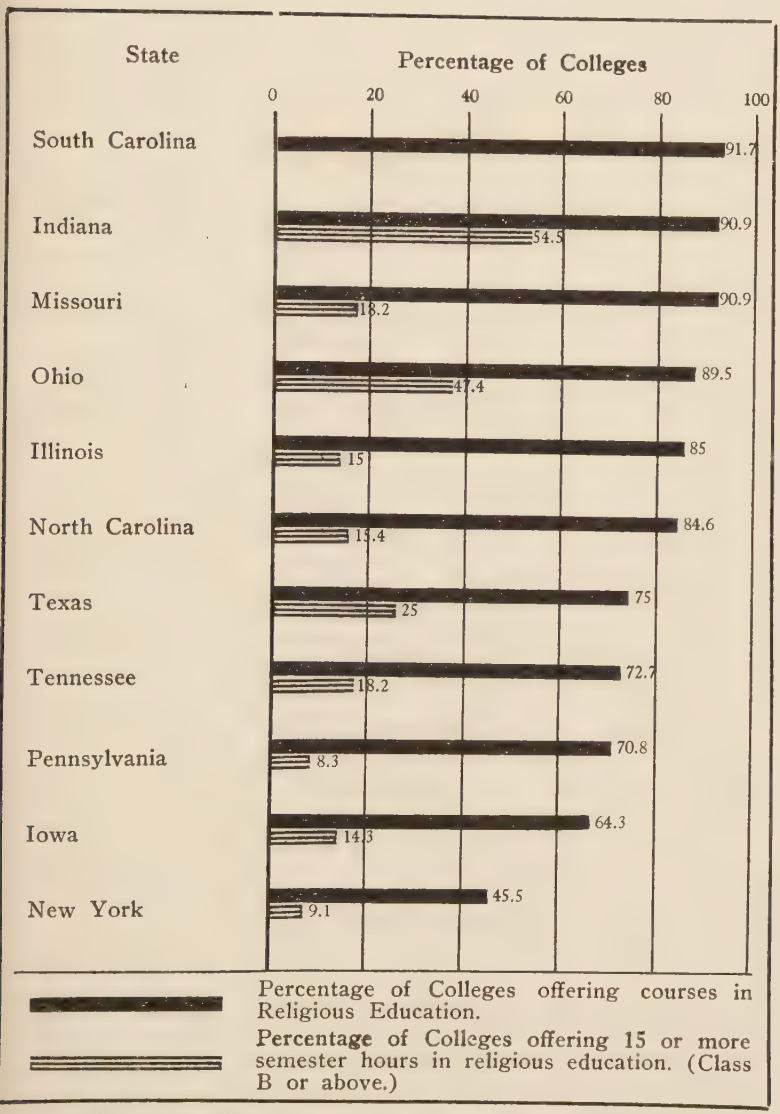
States Having Less Than Five Colleges. Thirteen states and the District of Columbia have from one to four colleges each belonging to this study. Graph No. 16 on page 110 shows the rank of these states as indicated by the average number of semester hours in Religious Education per college. Graph No. 17 on page 111 shows the rank of the states according to the percentage of colleges in Class B or above, i. e., those which offer 15 or more semester hours in Religious Education.

GRAPH NO. 12—STATES HAVING 10 OR MORE COLLEGES. RANKED ON THE BASIS OF SEMESTER HOURS OFFERED IN RELIGIOUS EDUCATION



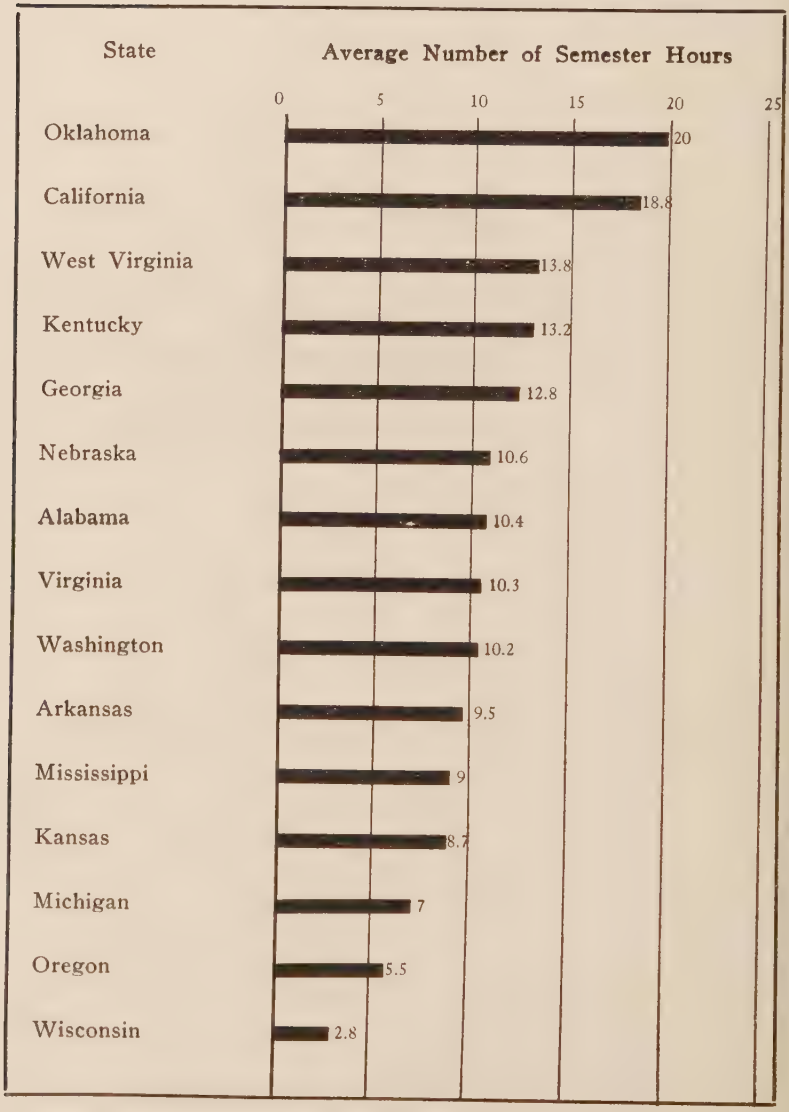
The average number of semester hours for the colleges of each state is given at the right.

GRAPH NO. 13—STATES HAVING 10 OR MORE COLLEGES. RANKED ON THE BASES OF: (1) PERCENTAGE OF COLLEGES OFFERING COURSES, (2) THE % OFFERING 15 OR MORE SEMESTER HOURS



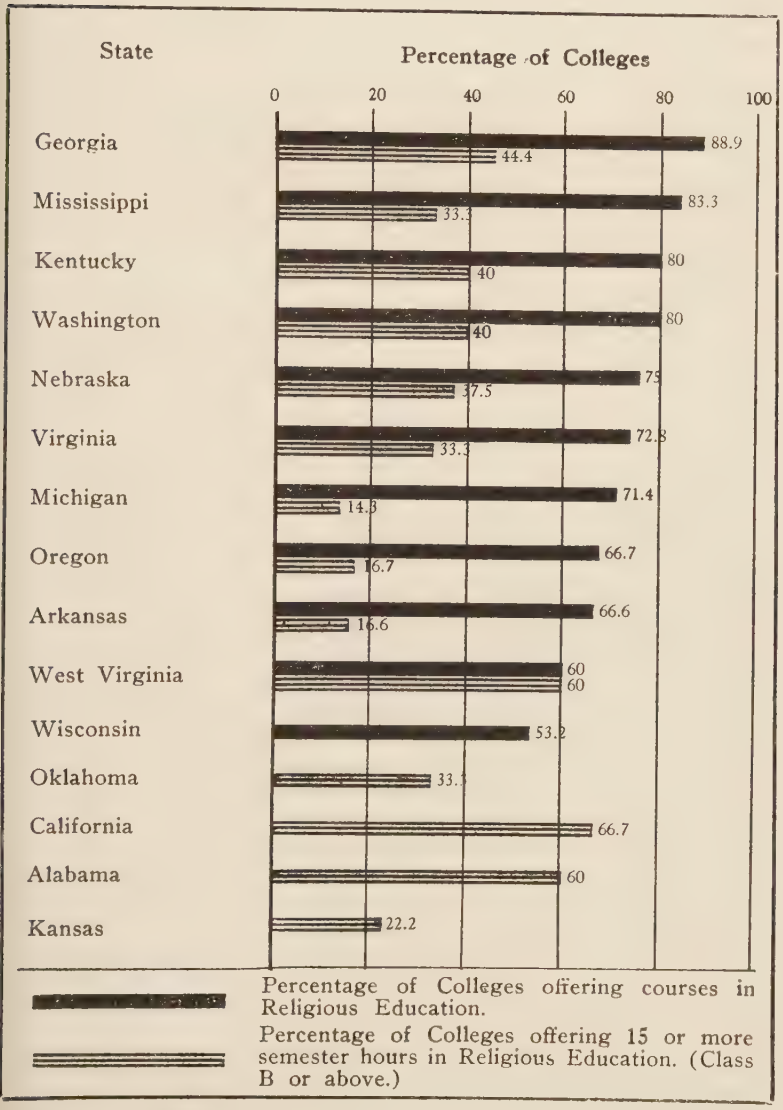
The percentages for the colleges of each state are given at the right. One hundred per cent is indicated by the line thus marked at the extreme right.

GRAPH NO. 14—STATES HAVING FROM 5 TO 9 COLLEGES. RANKED ON THE BASIS OF SEMESTER HOURS OFFERED IN RELIGIOUS EDUCATION



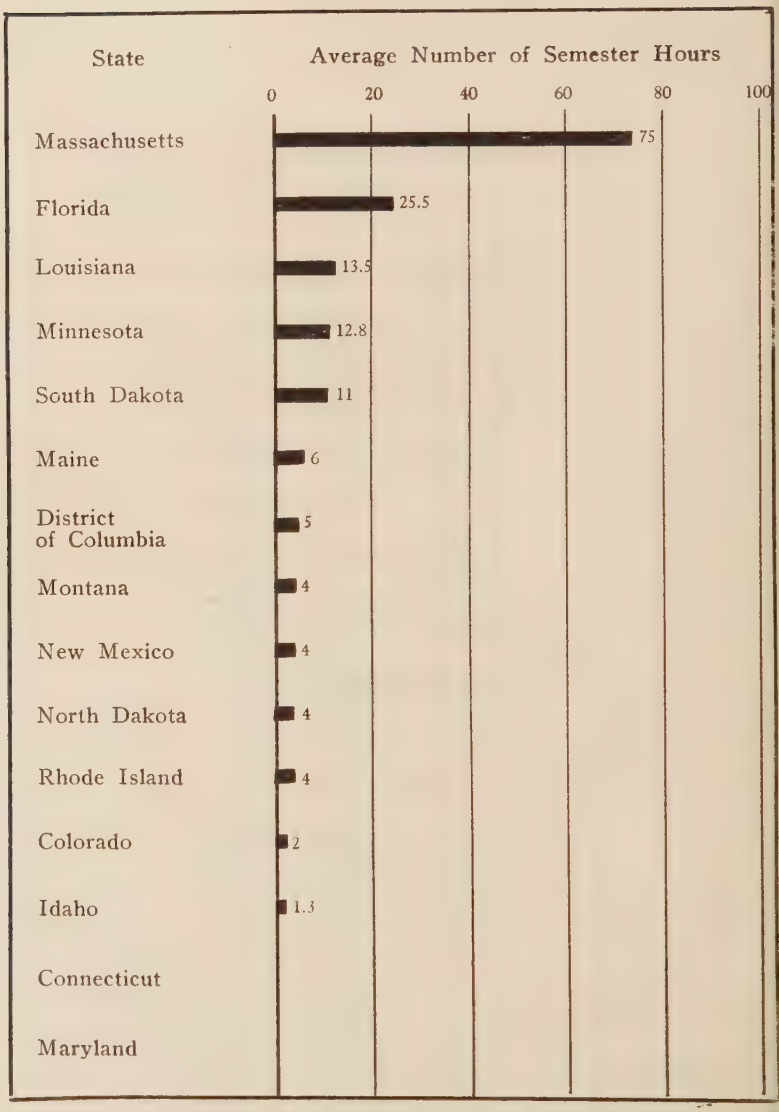
The average number of semester hours for the colleges of each state is given at the right.

GRAPH NO. 15—STATES HAVING 5 TO 9 COLLEGES. RANKED ON THE BASES OF: (1) PERCENTAGE OF COLLEGES OFFERING COURSES, (2) THOSE OFFERING 15 OR MORE SEMESTER HOURS



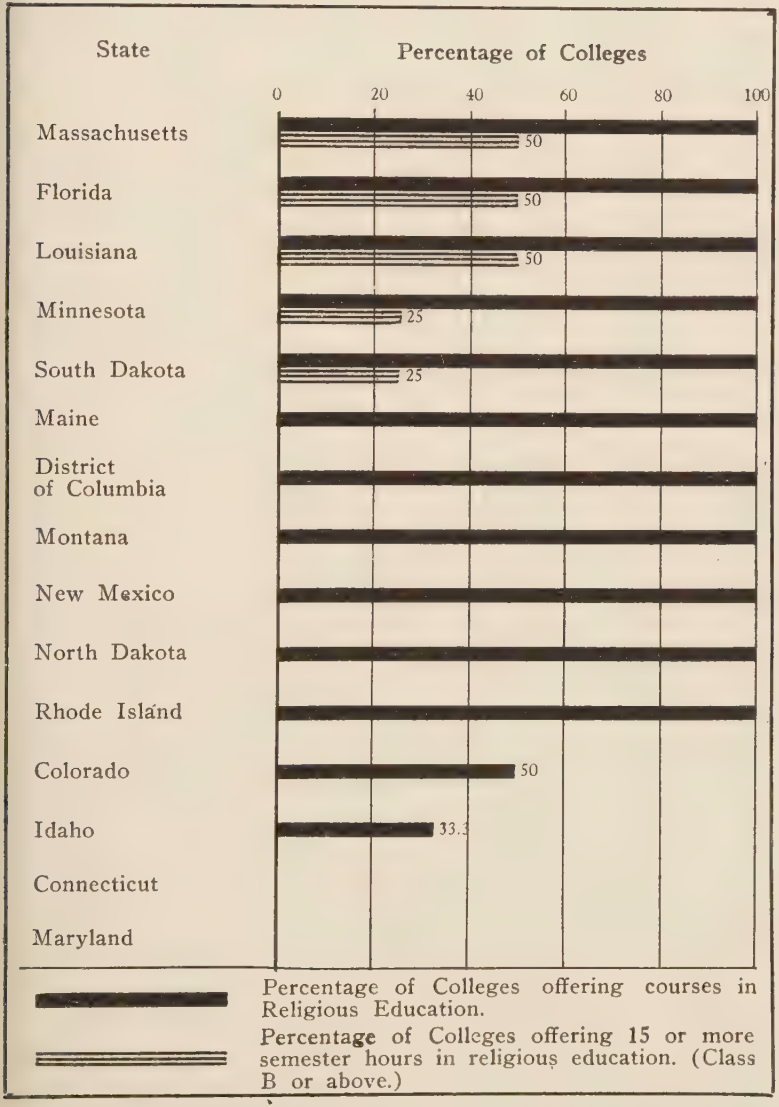
The percentages for the Colleges of each State are given at the right. One hundred per cent is indicated by the line thus marked at the extreme right.

GRAPH NO. 16—STATES HAVING LESS THAN 5 COLLEGES. RANKED ON THE BASIS OF SEMESTER HOURS OFFERED IN RELIGIOUS EDUCATION



The average number of semester hours for the colleges of each state is given at the right.

GRAPH NO. 17—STATES HAVING LESS THAN 5 COLLEGES. RANKED ON THE BASES OF: (1) PERCENTAGE OF COLLEGES OFFERING COURSES, (2) THE % OFFERING 15 OR MORE SEMESTER HOURS



The percentages for the Colleges of each State are given at the right. One hundred per cent is indicated by the line thus marked at the extreme right.

Summary. In this chapter the colleges have been considered according to geographical distribution. The study has been made upon three bases, (1) according to the boundaries of regional associations, (2) according to a grouping more strictly sectional, and (3) according to individual states. Attention was called to the fact that the schools of New England easily lead those of the other regional associations if Boston University be included, otherwise this section comes last. The schools of the North Central Association rank highest apart from New England on the basis of average number of semester hours per college and percentage of the total number of colleges offering courses. Those of the Southern Association are a very close second and rank above those of the North Central Association in percentage of colleges of Class B or above. Those of the Middle States and Maryland rank lowest save those of New England, omitting Boston. In a study more strictly sectional, it was found that the Pacific coast states lead from each of the three considerations, while those of the Rocky Mountains are lowest of all. A study was made of the separate states upon the basis of number of colleges belonging to this study within the states, those having 10 or more colleges being placed together into one group, those having from 5 to 9 in another, and those having less than 5 in still another. From the viewpoint of average number of semester hours, Indiana leads in the first group with an average of 14.5, while New York is last with 3.8. In the second group, Oklahoma is first with an average of 20 semester hours, and Wisconsin is last with an average of 2.8 semester hours. In the third group Massachusetts[1] leads with an average of 75 semester hours, while neither of the two colleges in Connecticut offers any courses.

[1] Massachusetts contains only two colleges, which are included in this study, Boston University and Eastern Nazarene College. The latter offers only one course.

CHAPTER VIII

CONCLUSION

The purpose of this thesis, as set forth on Page 10 in Chapter I, was to make a study of the present status of Religious Education in the 293 colleges of twenty-nine evangelical denominations; to note present tendencies in order to throw light on the future; and to be of assistance to teachers and administrators in colleges who might be planning courses in this field. In this concluding chapter the most outstanding things are here reviewed.

An Enlarging Field. In Chapter II it was found that the first courses in Religious Education began to appear about the beginning of our own century. These courses were at first of a voluntary nature and commanded no credit towards college graduation. The first credit course in the field, in all probability, does not date back of 1909. By 1914, 8.2% of the colleges included in this study were offering courses in the field. Statistics are available for one denomination—the Methodist Episcopal—for the year 1919. At that time 35.7% of the colleges of this denomination were offering courses. At the present time 80.2% of all the 293 colleges studied are offering courses in the field. In 1914 twenty-five of the schools belonging to this research, which were also studied by Dr. Athearn, were offering forty-eight courses totaling 163 semester hours. At the present the 235 schools of this study, which offer courses, are offering 1060 credit courses totaling 2862 semester hours.

Only two schools were found which had discontinued courses in Religious Education, entirely, during the last five years, i. e., they had formerly offered such courses and ceased to do so during this period. The reason given in both cases was change in the teaching staff.

Demand for Courses. It was also found in Chapter II that 89.8% of the courses listed in catalogs were actually given within the two-year cycle, 1926-28. Only a very negligible number of courses had been discontinued because of lack of student interest or lack of demand. In fact, excluding those which had been discontinued in the process of reorganizing others, and those which were complicated by additional factors, only two courses were given by the 157 schools reporting on this matter, which had been discontinued wholly because of lack of demand or student interest. Therefore, there would seem to be little question that there is a demand for the courses when given.

Expanding Objectives. It was also found in Chapter II that the original objective was that of training lay Sunday school teachers, and perhaps ministers interested in Sunday schools, who would in turn teach others Sunday School Pedagogy. This objective has expanded into four general objectives:

(1) The Training of Lay or Voluntary Workers
(2) The Training of Professional Workers
(3) The Preparation for Graduate Work
(4) The Exploratory Objective

The last objective given has for its primary aim or purpose the enabling of the students to find that type of religious work into which they will best fit. Seven different fields of lay service, and twenty of professional service, were given for which the various schools are striving to prepare.

The Training of Professional Workers. Seventy-four schools were found which are endeavoring to provide for the training of professional or vocational workers in this field. Attention has been called to the fact that fifty-four schools are planning additional courses and that nine are planning the establishment of full-time departments of Religious Education. Without doubt, many of those schools planning additional courses, and all those planning full-time departments, are doing so in order to enable them to enter the field of professional preparation, or to enable them to better provide

for this objective. A recent study conducted by the Research Department of the International Council of Religious Education reveals the fact that salaries of religious educational workers are on an average rather low. It is a long step from voluntary, non-salaried workers to fully paid ones. The inadequacy of the salaries has necessarily opened the field to many of little or no preparation. The men and women completing the courses in graduate schools of Religious Education fit into administrative positions and places of leadership and leave the positions of less responsibility and of smaller salaries to those of no training or of undergraduate training only. This presents an opportunity for the college.

An Increasing Number of Courses. In 1914, the twenty-five schools belonging to this study that were then offering courses offered an average of 1.9 courses per school. At present the average number is 4.5 courses per school. The school belonging to this study, which offers the greatest number of courses in Religious Education, is Boston University. It offers fifty-nine courses in this field that are open to undergraduates. In Chapter III it was found that the number of more or less different courses offered in the various colleges has increased to 286. Of this number, eight courses are given in quite a large number of schools, in fact in thirty or more schools. These eight courses are:

Introduction to Religious Education
Religious Education
Principles of Religious Education
Psychology of Religion
Methods of Religious Education
Organization and Administration of Religious Education
The Curriculum of Religious Education
History of Religious Education

Five of these were courses suggested by the "Joint Committee."

In the formulation of courses, four things were outstanding: (1) The needs of local students, or objectives; (2) rec-

ommendation of Joint Committee, (3) availability of texts or materials, and (4) what others were doing as discovered from their catalogs, from articles written on Religious Education in magazines, and from addresses in religious education associations and conferences.

Courses and Religious Educational Objectives. While there is evidence of imitation, here and there, a rather helpful and hopeful tendency towards a thorough study of the aims, objectives, or desired outcomes of Religious Education is to be found. Many of the courses offered make such a study. Courses in Introduction to Religious Education, Principles, Curriculum, Methods, Organization and Administration, together with many others, consider these aims, objectives or desired outcomes. See Chapter III. This emphasis upon the objectives has resulted, and doubtless will continue to result, in the reorganization of a number of courses in the curricula of the various colleges and in the addition of other courses, organized more fully on the basis of the desired outcomes in the field of religious education.

Courses Administered in Many Departments. In Chapter IV it was noted that the courses in Religious Education are administered in thirty-nine separate departments, combinations of departments or separate groupings for courses. Six of these are found quite often—in sixteen or more schools. They are:

Religious Education Department—Including Other Courses
Religious Education as a Separate Department
Bible and Religious Education Department
Affiliated Bible School or School of Religion
Religion Department
Bible Department

Separate Departments and Majors in Religious Education. When the "Joint Committee" made its recommendations with reference to the courses to be offered in Religious Education, it was the feeling of many of those interested in the field

that the Religious Education Department and a Religious Education Major should include other courses essential to preparation for religious educational work. This was especially true of courses in Bible, Church History, other courses in the field of Religion and also of courses in Education and Psychology. It was soon felt, however, that this was not the end of the college's responsibility with reference to preparation for religious education as a life work. It began to be urged that separate departments should be created and majors should be made possible in Religious Education alone. In Chapter V we found that thirty-three schools have already provided for separate departments, in which four or more courses are offered. A commission has recently been appointed representing the Council of Church Boards of Education, the Conference of Theological Seminaries, and the International Council of Religious Education. This commission is to develop a major in Religious Education for use in colleges, graduate schools, and theological seminaries.

Major Towards Non-Religious or Non-Religious-Educational Degrees Most Common. In Chapter V it was noted that 191 schools belonging to this study provide for a major in Religious Education or a major in some other field of which Religious Education may become a part. Of this number practically all provide for a major towards degrees which were already given by the college. By far the greater number provide for a major towards the B. A. In fact, 183 of the colleges permit a major towards this degree. The degree towards which the next largest number of colleges permit a major is the B. S. Twenty-one schools permit such a major. Four others provide for a major towards a B. S. in Education.

The great majority of these schools prescribe that other courses shall be taken towards a major in Religious Education. Among the additional courses required for such a major are those in the fields of Bible, Religion or Christianity, Education, Psychology and Sociology. An examination of the table on Page 50 reveals the fact that eighteen of these schools provide for a major in Religious Education without additional courses.

Appearance of Newer Degrees. In Chapter V the appearance of newer degrees in the college for a religious or religious-educational major was noted. Six such degrees were found which are given in fourteen colleges. These degrees are:

B. A. in Religious Education
B. S. in Religious Education
Th. B. (Bachelor of Theology)
B. R. (Bachelor of Religion)
B. S. L. (Bachelor of Sacred Literature)
B. R. E. (Bachelor of Religious Education)

Denominational Distribution. In Chapter VI it was noted that the colleges of two of the smaller denominations offer no courses in Religious Education. With the exception of these two, all the denominations have at least one college offering courses in the field.

All the denominations, which have ten or more colleges, with the exception of one, have at least one college in Class B or above, i. e., a college which offers fifteen or more semester hours in Religious Education. Six of the nine have at least one Class A college, i. e., a college offering thirty or more semester hours.

Three of the denominations having from five to nine colleges have at least one college Class B or above, and two have one Class A college each. Among the smaller denominations which have less than five colleges each there are four which have Class B colleges and one which has a Class A college.

Viewed as a whole, the colleges of eight denominations offer an average of less than five semester hours. Five denominations have colleges which offer an average of from five to eight semester hours per college, but have no colleges Class B or above. Sixteen denominations have at least one Class B college and nine a Class A college.

Geographical Distribution. In Chapter VII the geographical distribution of the colleges was considered from three angles: (1) According to the boundaries of regional

associations or accrediting agencies, (2) according to a division more strictly sectional from a geographical viewpoint, and (3) according to individual states.

It was found that, if a single college be excepted, the schools within the boundaries of the New England Association would rank lowest upon the basis of average number of semester hours and number of colleges, Class B or above. Those of the Middle States and Maryland would be placed next lowest. The schools of this section also have the lowest percentage of colleges which offer courses in Religious Education. The colleges within the boundaries of the North Central and Southern Associations rank rather high upon all three of these bases. Those within the boundaries of the Northwestern Association made only a fair showing.

According to a division more strictly sectional, it was found that the Pacific Coast Section leads in average number of semester hours per college, percentage of colleges offering Religious Education courses and percentage of colleges belonging to Class B or above. The North Central and Southern Sections also rank quite high on each of these bases. The Rocky Mountain Section is lowest in each case. The Northeastern Section is next lowest in every respect save that of average number of semester hours. Doubtless, the best explanation of the Rocky Mountain Section is the frontier nature of the country, the weak financial condition of the colleges, which are often forced thereby to offer the barest minimum of courses. Eliminating the Rocky Mountain Section, the most fruitful soil for Religious Education in the colleges becomes the far West. The next most fruitful is the North Central or Mid-Western Section, and next and very close to this Section is that of the South, while the colleges of the Northeastern Section have been for the most part quite a little ways behind their sisters to the west of them in offering courses in this new field. This is as would be expected, since the schools of the East are bound by more traditions, while those of the Mid-West and South are bound by fewer traditions, and those of the far West by still fewer.

However, this is only true in general, there being many exceptions. Two examples are here mentioned. Boston University, the most outstanding school in the field, is found in the Northeastern Section and in conservative New England. While the Pacific Section leads the other sections, the state of Oregon ranks quite low, the colleges of this state offering the low average of 5.5 semester hours per college, only 66.7% of its colleges offer courses in Religious Education, and only 16.7% of the colleges are of Class B or above.

Final Summary. By way of final summary it may be noted that Religious Education in the colleges has been found to be a rapidly growing field. There is a demand for the courses when given. The objectives have expanded to include professional preparation. A large number of courses are being offered. While the courses are administered in a large number of departments, there is a tendency toward establishing separate departments. Also the major in Religious Education, alone, has made its appearance and degrees more nearly descriptive of a major in Religious Education. As to denominational distribution, all but two of the denominations have at least one college offering courses in the field, though all have not entered the field with the same zeal, and quite naturally some are far ahead, while some move more slowly. Geographically, there is a fair distribution over the whole of the country, though those sections of the country bound by fewest traditions have tended to enter the field more rapidly. If the progress of the next few years is to be judged by that of the past few, it would seem that the time is not far distant when an extensive program for the training of both voluntary and professional or vocational religious educational workers will be all but universal in these colleges.

SELECTED BIBLIOGRAPHY

A SELECTED BIBLIOGRAPHY

A. PRIMARY SOURCES

I. Bulletins of Colleges.

The catalogs of the colleges of this study for the last three decades are suggested as constituting one of the most fruitful sources for information. To name these one by one would seem to be of little value, since those interested in such a study can secure the names of them and their location in Appendix A.

II. Denominational and Interdenominational Bulletins.

The following denominational bulletins were of special value in determining the denominational affiliation of the colleges which belonged to each of the denominations given:

A Survey of Southern Baptist Schools, 1926-27. Education Board, Southern Baptist Convention, Birmingham, Ala.

Annual Report of the Board of Education of the Northern Baptist Convention, 1926. 276 Fifth Avenue, New York.

Bulletin, Department of Christian Education, General Convention of the Christian Church, 1925. C. P. A. Building, Dayton, Ohio.

Handbook of the Congregational Foundation for Education, Congregational Foundation for Education, 1923. 19 South La Salle Street, Chicago, Ill.

Annual Report of the Board of Education of the Disciples of Christ, 1926. 222 Downey Avenue, Indianapolis, Ind.

Educational Directory of the Methodist Episcopal Church, 1926. The Board of Education of the Methodist Episcopal Church, 740 Rush Street, Chicago, Ill.

Christian Education, General Conference and Yearbook Number, 1926. Board of Education, Methodist Episcopal Church, South, Nashville, Tenn.

Bulletin, Department of Colleges, Training Schools and Theological Seminaries, 1926. Board of Christian Education of the Presbyterian Church in the United States of America, Witherspoon Building, Philadelphia, Pa..

Minutes of the Annual Meeting of the Presbyterian Educational Association of the South, 1926. 410 Urban Building, Louisville, Ky.

Handbook of International Council of Religious Education, 1925. International Council of Religious Education, 5 South Wabash Avenue, Chicago, Ill. The 1925 Handbook contains a list of the colleges of the denominations affiliated with the Council, which offer courses in Religious Education.

B. SECONDARY SOURCES

ATHEARN, W. S., *Religious Education in Colleges,* Religious Education, Vol. I, pp. 412-426, October, 1915. A report made by Dr. Athearn to the Religious Education Association, in preparation for which the author made a survey of the teaching of Religious Education in American Colleges.

BROWN, A. A., *A History of Religious Education in Recent Times,* Abington Press, N. Y., 1923. A history of religious education which emphasizes the period since the establishment of the Sunday school, with a special emphasis on the United States. Chapter IX is devoted to the teaching of Religious Education in higher institutions of learning.

Chassell, Clara F., *Religious Education in Institutions of Higher Learning in the United States*—Bibliography, Religious Education, Vol. XIII, pp. 150-165, April, 1918. A bibliography giving articles and books upon the field of religious education. The author uses religious education in a broader sense than that used in this thesis, and so includes many articles and books bearing upon the whole field of the teaching of religion in higher institutions of learning.

Gage, Albert H., *Church Vacation School,* Judson Press, Philadelphia, 1925. A book discussing the history, status and method of conducting the vacation church school.

Lotz, Philip H., *Current Week-Day Religious Education,* Abingdon Press, N. Y., 1925. A discussion of the history and status of weekday religious education.

McElfreth, Franklin, *The Training of Sunday School Officers and Teachers,* Abingdon Press, N. Y., 1914. A discussion of the history, status, materials and methods of training Sunday school leaders.

Stout, John E., *Organization and Administration of Religious Education, Abington Press, N. Y.,* 1922. A text in organization and administration of religious education, which endeavors to cover the whole field. Chapter XI discusses the teaching of Religious Education in higher institutions of learning.

"Religious Education" in Colleges—Report of the Commission on Courses and departments of Religious Education in Colleges, Religious Education, Vol. XVI, pp. 350-355, December, 1921. A report of the Joint Committee of the Religious Education Association and of the Sunday School Council of Evangelical Denominations.

C. ADDITIONAL REFERENCES

Bond, Chas. M., *A College Department of Religious Education,* Religious Education, Vol. XXII, pp. 901-907, November, 1927. A discussion of the religious education department in the broader sense of the term, including all courses in the field of religion.

Huff, LeRoy A., *Religious Education in the College Course,* Religious Education, Vol. XXII, pp. 483-486, May, 1927. A discussion of a conference held by leaders in the educational work of the Disciples.

Standards of Religious Education in Southern Methodist Colleges—Report of the Joint Committee of the General Sunday School Board and the Board of Education of the Methodist Episcopal Church, South, on the curriculum for Religious Education in the colleges and academies of this denomination—Religious Education, Vol. XIV, p. 398, December, 1919.

APPENDICES

APPENDIX A

List of Colleges Studied

The following is a list of the colleges secured from official sources:

	Number of Courses in R. E.	Semester Hours
Advent Christian Church		
Aurora College, Aurora, Ill.	1	*
Baptist, Northern		
Bates College, Lewiston, Me.	2	6
Broadus College, Philippi, W. Va.	3	9
Brown University, Providence, R. I.	1	4
Bucknell University, Lewisburg, Pa.	3	9
Carleton College, Northfield, Minn.	2	6
Chicago University, Chicago, Ill.	..	..
Colby College, Waterville, Me.	2	6
Colgate University, Hamilton, N. Y.	1	4
Denison University, Granville, Ohio	9	27
Des Moines University, Des Moines, Iowa	1	2
Franklin College, Franklin, Ind.	3	8
Grand Island College, Grand Island, Neb.	1	2
Hillsdale College, Hillsdale, Mich.	8	26
Kalamazoo College, Kalamazoo, Mich.	2	6
Keuka College, Keuka Park, N. Y.	2	8
Linfield College, McMinnville, Ore.	4	9
Ottawa University, Ottawa, Kan.	2	6
University of Redlands, Redlands, Calif.	11	28
Rio Grande College, Rio Grande, Ohio	1	3
University of Rochester, Rochester, N. Y.	..	..
Shurtleff College, Upper Alton, Ill.	2	8
Sioux Falls College, Sioux Falls, S. D.	4	10
William Jewell College, Liberty, Mo.	3	4
Eastern University, Philadelphia, Pa.	7	21
Baptist, Seventh Day		
Alfred University, Alfred, N. Y.	3	7
Milton College, Milton, Wis.	4	10
Salem College, Salem, W. Va.	..	..

* Impossible to determine credit given.

	Number of Courses in R. E.	Semester Hours
Baptist, Southern		
Anderson College, Anderson, S. C.	2	6
Baylor College, Belton, Texas	1	5
Baylor University, Waco, Texas	2	7
Bessie Tift College, Forsythe, Ga.	1	2
Blue Mountain College, Blue Mountain, Miss.	..	..
Carson-Newman College, Jefferson City, Tenn.	..	..
Chowan College, Murfeesboro, N. C.	..	..
Coker College, Hartsville, S. C.	1	6
Furman University, Greenville, S. C.	3	6
Georgetown College, Georgetown, Ky.	..	..
Greenville Woman's College, Greenville, S. C.	..	..
Howard College, Birmingham, Ala.	5	15
Howard Payne College, Brownwood, Texas	..	..
Judson College, Marion, Ala.	1	2
Limestone College, Gaffney, S. C.	1	2
Louisiana College, Pineville, La.	3	3
Mercer University, Macon, Ga.	9	28
Meredith College, Raleigh, N. C.	4	12
Mississippi College, Clinton, Miss.	3	6
Mississippi Woman's College, Hattiesburg, Miss.	1	6
Montezuma College, Montezuma, N. M.	1	4
Oklahoma Baptist University, Shawnee, Okla.	13	32
Quachita College, Arkadelphia, Ark.	1	4
University of Richmond, Richmond, Va.	1	6
Shorter College, Rome, Ga.	1	10
Simmons University, Abilene, Texas	12	30
Stetson University, Deland, Fla.	3	10
Tennessee College, Murfeesboro, Tenn.	1	3
Union University, Jackson, Tenn.	3	4
Wake Forest College, Wake Forest, N. C.	2	4
William Jewell College, Liberty, Mo.	3	4
Brethren Church		
Ashland College, Ashland, Ohio	8	21
Church of the Brethren		
Bridgewater College, Bridgewater, Va.	6	18
Elizabethtown College, Elizabethtown, Pa.	1	3
Juniata College, Huntington, Pa.	1	3
La Verne College, La Verne, Calif.	4	11
McPherson College, McPherson, Kan.	7	21
Mount Morris College, Mount Morris, Ill.	2	8
Manchester College, North Manchester, Ind.	7	18

	Number of Courses in R. E.	Semester Hours
Christian		
Defiance College, Defiance, Ohio	6	18
Elon College, Elon College, N. C.	11	66
Christian Reformed		
Calvin College, Grand Rapids, Mich.	..	..
Church of the Nazarene		
Eastern Nazarene College, Wollaston, Mass.	1	2
Olivet College, Olivet, Ill.	1	2
Bethany-Peniel College, Bethany, Okla.	1	3
Pasadena College, Pasadena, Calif.	4	10
Northwest Nazarene College, Nampa, Id.	2	4
Congregational		
Carleton College, Northfield, Minn.	2	6
Colorado College, Colorado Springs, Colo.	..	..
Doane College, Crete, Neb.	8	20
Drury College, Springfield, Mo.	2	4
Grinnell College, Grinnell, Iowa	..	..
Knox College, Galesburg, Ill.	..	..
Marietta College, Marietta, Ohio	..	..
Milwaukee-Downer College, Milwaukee, Wis.	..	..
Northland College, Ashland, Wis.	3	12
Oberlin College, Oberlin, Ohio	1	3
Olivet College, Olivet, Mich.	2	3
Pacific University, Forest Grove, Ore.	..	..
Piedmont College, Demorest, Ga.	2	6
Pomona College, Claremont, Calif.	3	9
Ripon College, Ripon, Wis.	..	..
Wheaton College, Wheaton, Ill.	1	2
Whitman College, Walla Walla, Wash.	..	..
Yankton College, Yankton, S. D.	1	6
Disciples of Christ		
Atlantic Christian College, Wilson, N. C.	3	15
Bethany College, Bethany, W. Va.	6	15
Butler University, Indianapolis, Ind.	13	39
California Christian College, Los Angeles, Calif.	8	19
Cotner College, Bethany, Neb.	4	15
Culver-Stockton College, Canton, Mo.	1	4
Drake University, Des Moines, Iowa	14	32
Eureka College, Eureka, Ill.	7	20
Hiram College, Hiram, Ohio	5	15
Lynchburg College, Lynchburg, Va.	8	21
Philips University, Enid, Okla.	14	39

	Number of Courses in R. E.	Semester Hours
Spokane University, Spokane, Wash.	6	16
Texas Christian University, Fort Worth, Texas	12	36
Transylvania College, Lexington, Ky.	12	30
Evangelical Church		
Albright College, Myerstown, Pa.	2	4
North Central College, Naperville, Ill.	7	13
Schuylkill College, Reading, Pa.	6	14
Western Union College, La Mars, Iowa	..	..
Evangelical Synod of N. A.		
Elmhurst College, Elmhurst, Ill.	2	6
Friends		
Earlham College, Richmond, Ind.	1	3
Friends University, Wichita, Kan.	3	8
Guilford College, Guilford, N. C.	2	6
Haverford College, Haverford, Pa.	..	..
Nebraska Central College, Central City, Neb.	2	8
Pacific College, Newberg, Ore.	..	..
Penn College, Oskaloosa, Iowa	7	14
Whittier College, Whittier, Calif.	5	15
Wilmington College, Wilmington, Ohio	2	4
Methodist Episcopal		
Albion College, Albion, Mich.	3	7
Allegheny College, Meadville, Pa.	..	..
American University, Washington, D. C.	2	5
Baker University, Baldwin, Kan.	2	6
Baldwin Wallace College, Berea, Ohio	7	22
Boston University, Boston, Mass.	59	148
Central Wesleyan College, Warrenton, Mo.	5	15
College of Puget Sound, Tacoma, Wash.	13	29
College of the Pacific, Stockton, Calif.	7	21
Cornell College, Mount Vernon, Iowa	3	8
Dakota Wesleyan University, Mitchell, S. D.	5	17
De Pau University, Greencastle, Ind.	10	30
Dickinson College, Carlisle, Pa.	2	6
Evansville College, Evansvile, Ind.	6	18
Gooding College, Gooding, Idaho	..	..
Goucher College, Baltimore, Md.	..	..
Hamline University, St. Paul, Minn.	4	12
Illinois Wesleyan University, Bloomington, Ill.	5	15
Illinois Woman's College, Jacksonville, Ill.	1	2
Intermountain Union College, Helena, Mont.	1	4

	Number of Courses in R. E.	Semester Hours
Iowa Wesleyan College, Mount Pleasant, Iowa. ..	..	..
Kansas Wesleyan University, Salina, Kans.....	6	16
Lawrence College, Appleton, Wis.	2	4
McKendree College, Lebanon, Ill.	1	2
Missouri Wesleyan College, Cameron, Mo.	4	8
Morningside College, Sioux City, Iowa.	5	14
Mount Union College, Alliance, Ohio	2	5
Nebraska Wesleyan University, Univ. Place, Neb.	11	19
Northwestern University, Evanston, Ill.	26	74
Ohio Northern University, Adah, Ohio	4	12
Ohio Wesleyan University, Delaware, Ohio	8	22
Oklahoma City University, Oklahoma City, Okla.	6	14
Simpson College, Indianola, Iowa	4	9
Southwestern College, Winfield, Kan.	4	8
Syracuse University, Syracuse, N. Y.	5	15
Union College, Barbourville, Ky.	1	3
University of Chattanooga, Chattanooga, Tenn...	7	17
University of Denver, Denver, Colo.	2	4
Univ. of South'n California, Los Angeles, Calif...	15	38
Upper Iowa University, Fayette, Iowa	6	18
Wesleyan University, Middletown, Conn.....	..	..
West Va. Wesleyan College, Buckhannon, W. Va.	10	28
Williamette University, Salem, Ore.	7	16
Methodist Episcopal, South		
Athens College, Athens, Ga.	9	12
Birmingham Southern College, Birmingham, Ala.	5	15
Centenary College, Shreveport, La.	12	24
Central College, Fayette, Mo.	2	6
Columbia College, Columbia, S. C.	3	9
Emory and Henry College, Emory, Va.	11	36
Emory University, Atlanta, Ga.	6	18
Galloway College, Searcy, Ark.	..	..
Greensboro College, Greensboro, S. C.	2	12
Grenada College, Grenada, Miss.	5	16
Henderson Brown College, Arkadelphia, Ark.....	..	..
Hendrix College, Conway, Ark.	5	13
Kentucky Wesleyan College, Winchester, Ky. ...	8	27
La Grange College, La Grange, Ga.	5	15
Lander College, Greenwood, S. C.	5	12
McMurray College, Abilene, Texas	4	8
Millsaps College, Jackson, Miss.	8	24
Morris-Harvey College, Barbourville, Va.	11	26

	Number of Courses in R. E.	Semester Hours
Randolph-Macon College, Ashland, Va.	1	6
Randolph-Macon Woman's College, Lynchb'g, Va.	2	4
Southern College, Lakeland, Fla.	11	41
Southern Methodist University, Dallas, Texas	4	12
Texas Women's College, Fort Worth, Texas	5	11
Wesleyan College, Macon, Ga.	8	24
Woman's College, of Alabama, Montgomery, Ala.	8	16
Woffard College, Spartanburg, S. C.	2	12
Duke University, Durham, N. C.	5	19
Methodist, Free		
Greenville College, Greenville, Ill.	1	2
Seattle Pacific College, Seattle, Wash.	1	2
Methodist, Protestant		
Adrian College, Adrian, Mich.	2	4
High Point College, High Point, N. C.	4	6
Western Maryland College, Westminster, Md.	*	..
Methodist, Wesleyan		
Houghton College, Houghton, N. Y.	..	..
Marion College, Marion, Ind.	..	..
Wesleyan Methodist College, Central, S. C.	1	3
Presbyterian, Cumberland		
Bethel College, McKenzie, Tenn.	5	15
Presbyterian, U. S. A.		
Albany College, Albany, Ore.	1	2
Alma College, Alma, Mich.	1	6
Buena Vista College, Storm Lake, Iowa	2	4
Carroll College, Waukesha, Wis.	2	4
Centre College, Danville, Ky.	1	6
Coe College, Cedar Rapids, Iowa	2	6
Cumberland University, Lebanon, Tenn.	..	..
Davis and Elkins College, Elkins, W. Va.	..	..
Dubuque, University of, Dubuque, Iowa	6	14
Elmira College, Elmira, N. Y.	2	8
Emporia, The College of Emporia, Kans.	2	6
Grove City College, Grove City, Pa.	3	6
Hamilton College, Clinton, N. Y.	..	..
Hanover College, Hanover, Ind.	3	8
Hastings College, Hastings, Neb.	..	..
Huron College, Huron, S. D.	4	11

* In process of organization.

	Number of Courses in R. E.	Semester Hours
Idaho, College of, Caldwell, Idaho	..	..
Illinois College, Jacksonville, Ill.	2	6
Intermountain Union College, Helena, Mont.	1	4
James Milikin University, Decatur, Ill.	3	8
Jamestown College, Jamestown, N. D.	2	4
Johnson C. Smith University, Charlotte, N. C.	1	*
Lafayette College, Easton, Pa.	3	9
Lake Forest College, Lake Forest, Ill.	..	..
Lincoln College, Lincoln, Ill.	2	5
Lindenwood College, St. Charles, Mo.	..	..
Macalester College, St. Paul, Minn.	6	16
Maryville College, Maryville, Tenn.	5	12
Missouri Valley College, Marshall, Mo.	2	6
Occidental College, Los Angeles, Calif.	8	18
Ozarks, College of the, Clarksville, Ark.	16	32
Park College, Parkville, Mo.	5	15
Parsons College, Fairfield, Iowa	3	9
Trinity University, Waxahachie, Texas	10	30
Tulsa, University of, Tulsa, Okla.	6	12
Tusculum College, Greenville, Tenn.	1	3
Wabash College, Crawsfordsville, Ind.	2	6
Washington & Jefferson Col., Washington, Pa.	..	..
Waynesburg College, Waynesburg, Pa.	..	..
Western College for Women, Oxford, Ohio	1	3
Westminster College, Fulton, Mo.	1	3
Whitworth College, Spokane, Washington	4	8
Wilson College, Chambersburg, Pa.	4	4
Wooster, The College of, Wooster, Ohio	2	6
Presbyterian, U. S.		
Agnes Scott College, Decatur, Ga.	..	..
Arkansas College, Batesville, Ark.	3	8
Austin College, Sherman, Texas	..	..
Belhaven College, Jackson, Miss.	2	4
Centre College, Danville, Ky.	1	6
Chicora College for Women, Columbia, S. C.	1	3
Daniel Baker College, Brownwood, Texas	..	..
Davidson College, Davidson, N. C.	1	3
Davis and Elkins College, Elkins, W. Va.	..	..
Flora MacDonald College, Red Springs, N. D.	..	..
Hampden-Sydney College, Hampden-Sydney, Va.,	..	..
King College, Bristol, Tenn.	..	..

*Impossible to determine credit given.

	Number of Courses in R. E.	Semester Hours
Mary Baldwin College, Staunton, Va.	1	2
Presbyterian College of S. C., Columbia, S. C.	1	3
Queens College, Charlotte, N. C.	2	6
Southwestern College, Memphis, Tenn.	1	3
Texas Presbyterian College, Milford, Texas	1	2
Westminster College, Fulton, Mo.	1	3
Presbyterian, United		
Monmouth College, Monmouth, Ill.	2	4
Muskingum College, New Concord, Ohio	3	6
Sterling College, Sterling, Kan.	2	4
Tarkio College, Tarkio, Mo.	1	3
Westminster College, New Wilmington, Pa.	1	2
Protestant Episcopal		
Hobart College, Geneva, N. Y.	..	..
Kenyon College, Gambier, Ohio	..	..
St. Stephen's College, Annandale, N. Y.	..	..
Trinity College, Hartford, Conn.	..	..
University of the South, Sewanee, Tenn.	1	2
Reformed Church in America		
Central College, Pella, Iowa	..	..
Hope College, Holland, Mich.	..	..
Reformed Church in the U. S.		
Cawtaba College, Cawtaba, N. C.	1	4
Cedar Crest College, Allentown, Pa.	12	42
Franklin and Marshall College, Lancaster, Pa.	2	4
Heidelburg College, Tiffin, Ohio	7	16
Hood College, Frederick, Md.	..	..
Mission House College, Plymouth, Wis.	..	..
Ursinus College, Collegeville, Pa.	..	..
United Brethren (Old Constitution)		
Huntingdon College, Huntingdon, Ind.	9	27
United Brethren		
Indiana Central College, Indianapolis, Ind.	5	15
Kansas City University, Kansas City, Kan.	1	3
Lebanon Valley College, Annville, Pa.	1	3
Otterbein College, Westerville, Ohio	6	18
Philomath College, Philomath, Ore.	2	6
York College, York, Neb.	..	..

	Number of Courses in R. E.	Semester Hours
United Lutheran		
Gettysburg College, Gettysburg, Pa.	2	6
Carthage College, Carthage, Ill.	1	2
Lenoir-Rhyne College, Hickory, N. C.	1	2
Lutheran College for Women, Washington, D. C.	*	..
Midland College, Fremont, Neb.	5	11
Muhlenberg College, Allentown, Pa.	..	..
Newberry College, Newberry, S. C.	2	8
Roanoke College, Salem, Va.	..	..
Susquehanna University, Selinsgrove, Pa.	..	..
Thiel College, Greenville, Pa.	10	28
Wagner College, Staten Island, N. Y.	..	..
Wittenberg College, Springfield, Ohio	14	42

* Not possible to secure catalog.

APPENDIX B

Class A Colleges

(Offering 30 Semester Hours or More.)

Name of College	Semester Hours Offered
Boston University	148
Northwestern University	74
Elon College	66
Cedar Crest College	42
Wittenberg College	42
Southern College	41
Butler University	39
Philips University	39
University of Southern California	38
Emory and Henry University	36
Texas Christian University	36
Drake University	32
Oklahoma Baptist University	32
College of the Ozarks	32
Depau University	30
Simmons University	30
Transylvania University	30

APPENDIX C

Class B Colleges

(Offering from 15 to 29 Semester Hours)

Name of College	Semester Hours Offered
College of the Puget Sound	29
Mercer University	28
University of Redlands	28
Thiel College	28
West Virginia Wesleyan College	28
Denison University	27
Huntingdon College	27
Kentucky Wesleyan College	27
Hillsdale College	26
Morris Harvey College	26
Centenary College	24
Millsaps College	24
Wesleyan College	24
Baldwin-Wallace College	22
Ohio Wesleyan College	22
Ashland College	21
Eastern University	21
Lynchburg College	21
McPherson College	21
College of the Pacific	20
Doane College	20
Eureka College	20
California Christian College	19
Duke University	19
Nebraska Wesleyan University	19
Bridgewater College	18
Defiance College	18
Emory University	18
Evansville College	18
Manchester College	18
Occidental College	18
Otterbein College	18
Upper Iowa University	18
University of Chattanooga	17

Name of College.	Semester Hours Offered
Dakota Wesleyan University	17
Grenada College	16
Heidelberg College	16
Kansas Wesleyan University	16
Macalester College	16
Spokane University	16
Williamette University	16
Woman's College of Alabama	16
Atlantic Christian College	15
Bethany College	15
Bethel College	15
Birmingham Southern College	15
Central Wesleyan College	15
Cotner College	15
Illinois Wesleyan University	15
Indiana Central College	15
Hiram College	15
Howard College	15
La Grange College	15
Park College	15
Whittier College	15

APPENDIX D

Class C Colleges

(Offering from 5 to 14 Semester Hours)

Name of College	Semester Hours Offered
University of Dubuque	14
Morningside College	14
Oklahoma City University	14
Penn College	14
Schuylkill College	14
Hendrix College	13
North Central College	13
Athens College	12
Greensboro College	12
Hamline University	12
High Point College	12
Lander College	12
Maryville College	12
Meredith College	12
Northland College	12
Ohio Northern University	12
Southern Methodist University	12
University of Tulsa	12
Wofford College	12
Huron College	11
La Verne College	11
Midland College	11
Texas Woman's College	11
John B. Stetson University	10
Milton College	10
Pasadena College	10
Shorter College	10
Sioux Falls College	10
Broadus College	9
Bucknell University	9
Columbia College	9
Lafayette College	9
Linfield College	9
Parsons College	9
Pomona College	9
Simpson College	9
Syracuse University	9
Arkansas College	8
Cornell College	8
Elmira College	8
Franklin College	8
Friends University	8

Name of College	Semester Hours Offered
Hanover College	8
James Millikin University	8
Keuka College	8
McMurry College	8
Missouri Wesleyan College	8
Mount Morris College	8
Nebraska Central College	8
Newberry College	8
Northwest Nazarene College	8
Olivet College	8
Southwestern College (Winfield, Kan.)	8
Shurtleff College	8
Whitworth College	8
Albion College	7
Alfred University	7
Baylor University	7
Alma College	6
Anderson College	6
Baker University	6
Bates College	6
Carleton College	6
Central College (Fayette, Mo.)	6
Centre College	6
Coe College	6
Coker College	6
Colby College	6
Dickinson College	6
Elmhurst College	6
College of Emporia	6
Furman University	6
Gettysburg College	6
Grove City College	6
Guilford College	6
Illinois College	6
Kalamazoo College	6
Mississippi College	6
Mississippi Woman's College	6
Missouri Valley College	6
Muskingum College	6
Philomath College	6
Piedmont College	6
Ottawa University	6
Queens College	6
Randolph-Macon College	6
University of Richmond	6
Union University	6
Yankton College	6
Wabash College	6
College of Wooster	6
American University	5
Lincoln College	5
Mount Union College	5

APPENDIX E

Class D Colleges

(Colleges Having Less Than 5 Semester Hours)

Name of College	Semester Hours Offered
Adrian College	4
Albright College	4
Baylor College	4
Belhaven College	4
Brown University	4
Buena Vista College	4
Carroll College	4
Catawba College	4
Colgate University	4
Culver-Stockton College	4
University of Denver	4
Drury College	4
Franklin and Marshall College	4
Greenville College	4
Intermountain Union College	4
Jamestown College	4
Lawrence College	4
Monmouth College	4
Montezuma College	4
Ouachita College	4
Sterling College	4
Randolph-Macon Woman's College	4
Wake Forest College	4
William Jewell College	4
Wilmington College	4
Wilson College	4
Bethany-Peniel College	3
Chicora College for Women	3
Davidson College	3
Earlham College	3
Elizabethtown College	3
Juniata College	3
Kansas City University	3
Lebanon Valley College	3
Louisiana College	3

Name of College.	Semester Hours Offered
Oberlin College	3
Olivet College (Olivet, Mich.)	3
Presbyterian College of S. C.	3
Rio Grande College	3
Southwestern College (Memphis, Tenn.)	3
Tarkio College	3
Tennessee College	3
Tusculum College	3
Union College	3
Wesleyan Methodist College	3
Westminister College (Fulton, Mo.)	3
Western College for Women (The)	3
Albany College	2
Bessie Tift College	2
Carthage College	2
Des Moines University	2
Eastern Nazarene College	2
Grand Island College	2
Illinois Woman's College	2
Judson College	2
Lenoir Rhyne	2
Limestone College	2
Mary Baldwin College	2
McKendree College	2
Seattle Pacific College	2
University of the South	2
Texas Presbyterian College	2
Westminister College (Wilmington, Pa.)	2
Wheaton College	2

APPENDIX F

Class E Colleges

(Colleges Offering No Courses)

Agnes Scott College
Allegheny College
Austin College
Blue Mountain College
Calvin College
Carson & Newman College
Central College
University of Chicago
Chowan College
Colorado College
Cumberland University
Daniel Baker College
Davis and Elkins College
Flora Macdonald College
Galloway Woman's College
Georgetown College
Gooding College
Goucher College
Greenville Woman's College
Grinnell College
Hamilton College
Hampden-Sydney College
Hastings College
Haverford College
Henderson Brown College
Hobart College
Hood College
Hope College
Houghton College
Howard Payne College
College of Idaho
Iowa Wesleyan College
Kenyon College
King College
Knox College
Lake Forest College
Lindenwood College
Marietta College
Marion College
Milwaukee-Downer College
Mission House College
Muhlenberg College
Pacific College
Pacific University
Ripon College
Roanoke College
University of Rochester
St. Stephen's College
Salem College
Susquehanna University
Trinity College
Ursinus College
Wagner Memorial Luth. College
Washington and Jefferson College
Waynesburg College
Wesleyan Univ.
(Middletown, Conn.)
Western Union College
Whitman College
York College

APPENDIX G

A sample is here given of two form letters and questionnaires which were sent to administrators and teachers in order to secure desired information. These are self-explanatory.

Rev. T. C. McGee, Th. D.
618 DeKalb Street,
Bridgeport, Pa.,
September 1, 1927.

Dear Sir:

A study is being made of the present status of religious education in the various colleges of 29 evangelical denominations. The enclosed questionnaire is sent you as an administrator or teacher in one of these colleges to secure information to supplement your catalog which has kindly been sent me by your office of administration.

Religious education as used in this investigation is defined as the history, philosophy, principles, and technique of the teaching of religion, or of Christian nurture, and of the organization and administration of the various types of schools of religion and agencies for religious development. It is a use of the term in the same sense in which education has come to be used in the various education departments of the colleges. It does not, therefore, include content courses in religion, such as courses in Bible, church history, missions, etc., but only those courses having to do directly or indirectly with the technique of the religious educational process such as the following:

History of Religious Education
Principles of Religious Education
Methods of Teaching Religion
Psychological Basis of Religious Education
Organization and Administration of Religious Education, etc.

A summary of the results of this questionnaire will be sent you.

Will you kindly fill out the questionnaire and return it to the address on the envelope enclosed.

Thanking you for your co-operation, I am,

Very sincerely yours,
T. C. McGee.

A STUDY OF THE PRESENT STATUS OF RELIGIOUS EDUCATION IN THE COLLEGES OF EVANGELICAL DENOMINATIONS

(A QUESTIONNAIRE)

I. Religious Education Courses.

1. Defining religious education as the history, philosophy, principles and technique of the teaching of religion, or of Christian nurture, and of the organization and administration of the various types of schools and agencies for religious development, the courses given below have been selected from the descriptions in your catalog of 1927 as courses in religious education. Will you kindly check those which were taught last year with an "X," and those which will be taught this year with a "Z," those taught both years by an "XZ."

2. Are there any other courses offered in your school which you regard as primarily courses in religious education in the above sense?.....If so, will you kindly give title and major topics discussed. (Write on back of paper when necessary.)

3. Is the school planning to add additional courses in religious education (as defined above) in the near future?..... If so, kindly give description and length of courses planned.

4. Has the school at any time within the last five years offered courses in religious education (as defined above) and for any reason discontinued them?..... If so, what were the extent and nature of the courses?

What was the reason or reasons for discontinuance in each case?

5. Kindly give the number of students enrolled in one or more courses in religious education (as defined above) in your school last year..... The number majoring or planning to major in religious education..... (Approximate if exact figures cannot be given.)

II. Partial or Semi-Religious-Educational Courses.

(By a semi-religious-educational course is meant a course partially devoted to the treatment of religious education.)

1. The following have been considered as semi-religious-educational courses from the descriptions in your catalog.

2. Are there any other courses offered in your school which you regard as partially devoted to the treatment of religious education?..... If so, kindly give title and major topics discussed.

III. Briefly describe any courses given in education, psychology, sociology, story telling, dramatization, etc., which while treating largely of other aspects of education, psychology, etc., may be adjusted to the needs of students interested in religious education by permitting them to make a special study of the religious aspect of the study taught.

618 DeKalb Street,
Bridgeport, Pa.,
February 8, 1928.

Dear Sir:

A study is being made of the present status of religious education in the various colleges of 29 evangelical denominations. The enclosed questionnaire is sent you as a teacher in one of these colleges to secure information to supplement your catalog which has kindly been sent me by your office of administration.

Religious education as used in this investigation is defined as the history, philosophy principles and technique of the teaching of religion, or of Christian nurture, and of the organization and administration of the various types of schools of religion and agencies for religious development. It is a use of the term in the same sense in which education has come to be used in the various education departments of the colleges. It does not, therefore, include content courses in religion, such as courses in Bible, church history, missions, etc., but only those courses having to do directly or indirectly with the technique of the religious educational process such as the following:

History of Religious Education
Principles of Religious Education
Methods of Teaching Religion
Psychological Basis of Religious Education
Organization and Administration of Religious Education, etc.

A summary of the results of this questionnaire will be sent you.

Will you kindly fill out the questionnaire and return it to the address on the envelope enclosed?

Thanking you for your co-operation, I am,

Very sincerely yours,

T. C. McGEE.

A STUDY OF THE PRESENT STATUS OF RELIGIOUS EDUCATION IN THE COLLEGES OF CERTAIN EVANGELICAL DENOMINATIONS

(A QUESTIONNAIRE)

I. What was the basis used in determining the content of the courses offered in religious education in your school?

1. Did you follow the recommendations of the "Joint Committee" (the committees appointed by the Religious Education Association and the Sunday School Council of Evangelical Denominations which met in Rochester in 1921) in formulating any of your courses?..... If so, give name of courses.

2. Did you examine the catalogs of other schools or colleges?..... If so, give the names of those schools which you found most suggestive or followed most closely.

3. Were you influenced by available textbooks?..... If influenced in any courses by the availability of texts, kindly give names of courses and names of texts.

4. Mention any additional factors that entered into the formulation of courses or selection of content material for courses in religious education in your school.

II. Kindly describe the method of procedure followed by you in formulating your courses in religious education. (Write on the back of sheet if there should not be room enough.)

III. 1. Kindly check the method or methods used by you in teaching your courses in religious education.

(a) Textbook as the basis of discussion.

(b) Lectures constituting basic material for courses.

(c) Lecture method plus additional assignments.

(d) Discussion of given assignments other than textbooks.

2. If textbooks are used, kindly give names of courses and names of textbooks used in each case unless given under I, 3.

3. If mimeographed outlines of courses or of reading assignments are used, kindly send any copies available. (The cost of same will be gladly sent you.)

IV. In teaching do you follow closely the descriptions of courses as given in your catalogue?..... If not, kindly mention any omissions or any additional topics treated by you in each course.

PUBLISHED
by
The Mutual Press
2942 W. LEHIGH AVE.
Philadelphia, Pa.